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ABSTRACT

To gather data on the effectiveness of the Minnesota Community College System (MCCS), four studies were conducted of educational outcomes for graduates of occupational programs, Associate in Arts (AA) graduates, "leavers," and part-time students enrolled for one quarter, respectively. A compilation of job placement studies for 1992-93 occupational graduates conducted individually at the 21 MCCS colleges indicated that 70% percent of associate degree occupational graduates were employed in jobs related to their studies, with another 24% employed in unrelated jobs. Analysis of outcomes studies conducted at MCCS colleges for 1992-93 AA graduates revealed that 64% of the graduates had transferred to a four-year college in fall 1993, with over half transferring to Minnesota universities, and 24% reported employment. A study of 300 "leavers" enrolled in spring 1993 but not returning in fall 1993 resulted in a response rate of 65% and indicated that 75% of leavers were employed; over half were currently enrolled in higher education; 39% had transferred to a four-year college; and 87% rated the quality of instruction at their MCCS institution as good or excellent. Finally, a systemwide study of students enrolled for fewer than six credits during fall 1991 who had not returned as of fall 1993 indicated that for completers (i.e., those who completed at least 60% of their credits) 89% had achieved their goals at least partially, while 58% of non-completers (i.e., those who did not complete any credits) cited job or studies conflicts and 29% cited course/instructional factors. Data tables and the survey instruments are appended to each study. (KP)

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**EDUCATIONAL OUTCOMES
FOR STUDENTS AT
MINNESOTA'S COMMUNITY COLLEGES**

STUDENT OUTCOMES STUDY
July 1994

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**STUDENT OUTCOMES STUDY
July 1994**

**Kenneth E. Taylor, Ph.D.
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**STUDENT OUTCOMES STUDY
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EDUCATIONAL OUTCOMES FOR STUDENTS AT MINNESOTA'S COMMUNITY COLLEGES

STUDENT OUTCOMES STUDY

July, 1994

HIGHLIGHTS

- Students evidenced a high degree of satisfaction with instruction at Minnesota's community colleges.
- The study affirms the importance of community colleges to Minnesota business and industry as a source of training, retraining, and updating the workforce.
- Ninety-four percent of the occupational graduates were employed and 70% had related placement.
- Sixty-four percent of the Associate in Arts graduates transferred to four-year colleges for fall 1993. An additional eight percent continued their education at two year colleges. Twenty-four percent of the Associate in Arts graduates were employed and not attending college.
- Three-fourths of students who did not return fall 1993 after being enrolled spring 1993 ("Leavers") were employed and over half were currently enrolled in higher education.
- Thirty-nine percent of the "Leavers" had transferred to a four-year college including 37% currently enrolled and an additional two percent admitted. That was a higher percentage than would be expected according to national statistics. For respondents choosing transfer as an important goal, the transfer rate increased to 57% (54% enrolled and an additional three percent admitted).
- Transfer effectiveness rate, defined as number of transfers divided by number considering transfer important, was 83%, well above the national average of 66%. The major transfer destinations were St. Cloud State, the University of Minnesota Twin Cities Campus, and Bemidji State.

- "Quarter-time Completers" (those who completed their credits with an acceptable GPA) had a high degree of goal achievement, with 88% achieving their goals partially or completely. This is one of several findings that run counter to stereotypes about college "dropouts."
- "Quarter-time Non-completers" (those who did not complete their credits) attributed their lack of course completion primarily to job/study conflicts and personal problems. Twenty-nine percent of the "Quarter-time Non-completers" attributed their lack of completion to course/instructor problems.

Introduction and Acknowledgments

This study was made possible through the support of the Minnesota Community College System Office and the Presidents of the individual colleges. The study was financially supported by both System office and the individual colleges.

The leadership of Chancellor Geraldine Evans and former President Frederick Capshaw of North Hennepin Community College is gratefully acknowledged. They provided the vision and leadership necessary to carry the project to completion.

Each of the colleges provided staff for mailings, phone follow-up, and entering the data into dBase files. The project would have not been possible without their assistance.

Close to home, Bob Alexander, Coordinator of Research and Planning at North Hennepin, provided crucial support and tremendous editorial skill. Pat Claggett, Research Analyst, provided excellent consulting and support in data analysis.

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EXECUTIVE SUMMARY

In 1973, the Minnesota State Legislature changed the name of the then junior colleges to community colleges to reflect the need to expand the mission beyond the strictly transfer orientation. The mission of the colleges since that time has included at least three primary foci:

- A. Transfer education - providing the first two years of courses for a four-year degree.
- B. Occupational education - preparing students for entry into the job market.
- C. Continuing education - also called lifelong learning, including workforce training and retraining, updating job skills, general education, personal development, etc.

The wisdom of that redirection of the community colleges is evident in the current concerns for international economic competitiveness and the call in the State's current planning document (*Minnesota Milestones*, p.7)¹ for lifelong learning .

The study was part of a Research Agenda adopted by the Minnesota Community College System. The agenda consisted of research projects designed to document the effectiveness of the Minnesota Community Colleges in fulfilling all aspect of their mission. The results of the Agenda projects will be used at the college and system level for both improvement efforts and for external accountability.

This particular study provides an assessment across that three-part mission of transfer education, occupational education, and lifelong learning

Equally important, this study evidences the ways that the public, Minnesota taxpayers, choose to use the colleges in their communities. It demonstrates the extent to which people attend community colleges:

- to get an associate degree and go to work,
- to get an associate degree and transfer,
- to transfer without a degree after completing some course work, and
- to improve their job skills and themselves.

This study is rooted in the premise that to understand the success of the community college, we must understand and respect the **intentions** of the people using community colleges. **This study evidences a high degree of satisfaction with instruction at Minnesota's community colleges and a significant level of goal completion. The study affirms the importance of community colleges to Minnesota business and industry as a source of training, retraining, and updating the workforce.**

The four major parts of the study focused on:

- A. Graduates: occupational programs. The main focus for occupational program graduates was on employment outcomes.

- B. Graduates: Associate in Arts (AA). The focus for AA graduates was on additional educational outcomes.
- C. "Leavers." "Leavers" were defined as students enrolled at the colleges during spring 1993 who did not enroll during fall 1993. This study examined educational and occupational status of the "Leavers," their reasons for attending the colleges, and their evaluations of their experiences. To obtain data comparable to a national study ², the study focused on students who had earned at least six credits prior to their spring 1993 enrollment.
- D. Quarter-time one-quarter students. These students were defined as students enrolled for fewer than six credits during fall 1991 (quarter-time) who had not returned as of fall 1993 (one-quarter). Two subgroups were surveyed. "Quarter-time Completers" were those who completed at least 60% of their registered credits with a GPA of 2.00 or better. "Quarter-time Non-completers" were students who did not complete any credits. The focus with these students was to better understand their goals in attending the colleges and whether they had achieved their goals.

This booklet contains detailed reports from each of the studies, following this executive summary.

Graduates: Occupational Program

The occupational program graduates were tracked primarily in terms of their employment status. **Seventy percent of the occupational graduates had related placement.** An additional 24% were employed in jobs that did not meet one or the other of the criteria for related placement (see Figure 1).

Health related programs had the greatest number of graduates and the highest related placement rates. The other major areas of Public Service and Business had smaller numbers of graduates and lower related placement rates, though their overall employment rate was high.

Graduates: Associate in Arts

The Associate in Arts graduates were tracked primarily in terms of continuing their education. **Sixty-four percent of the AA graduates transferred to a four year college for fall 1993. An additional eight percent continued their education at a two-year college. Twenty-four percent of the AA graduates were employed and not attending college (see Figure 2).**

"Leavers"

The survey for the "Leavers" asked them to mark the importance of five different reasons for attendance. **The most frequently cited reasons were job preparation (58%), transfer (49%), and learning about subjects of interest (39%).**

Three-fourths of the respondents were employed and half were currently enrolled in some form of post-secondary education. Over half of those employed were in

administrative or service jobs with an additional 13% in marketing/sales jobs. Eighty percent of those employed were working 20 or more hours per week.

Thirty-nine percent of the "Leavers" had transferred to a four-year college, including 37% currently enrolled and an additional two percent admitted (see Figure 3). For respondents choosing transfer as an important goal, the transfer rate increased to 57% , including 54% enrolled with an additional three percent admitted, see Figure 4).

The National Effective Transfer Consortium³ proposed a measure of transfer effectiveness calculated by dividing the number of students transferring by the number of students for whom transfer was important at entry. **The Minnesota community colleges transfer effectiveness rate was 83%, well above the NETC average of 66% (see Figure 5).**

Over half of the transferring AA graduates were enrolled at one of Minnesota's State Universities. That percentage was considerably higher than for the "Leavers." Fewer of the AA graduates transferred to Minnesota's private colleges and four-year colleges in other states (see Figure 6).

The major transfer destinations for "Leavers" were St. Cloud State University, the University of Minnesota Twin Cities campus, and Bemidji State (see Figure 7). Mankato State and the University of Minnesota Duluth campus each were transfer destinations for about ten percent of the "Leavers."

Eighty-seven percent of the "Leavers" rated the quality of instruction as good or excellent. Eighty-seven percent of the "Leavers" also rated class size as good or excellent.

Quarter-time One-quarter Students

"Quarter-time Completers" were those students completing 60% of their credits with a GPA of 2.00 or better. "Quarter-time Non-completers" were those not completing any credits. Over half of the students in both the "Quarter-time Completers" and "Quarter-time Non-completers" groups had career related goals, with the most common being updating job-related skills (33% of respondents). The second most common goal was personal development, which includes development of many aspects of the person. Approximately ten percent of the respondents were interested in each of the following: preparing for a different career, exploring a new academic area, and preparing for a new career (see Figure 8).

"Quarter-time Completers" had a high degree of goal achievement, with 89% achieving their goals partially or completely. Those with short-term goals of updating job-related skills and personal development were most likely to have achieved their goals. This finding runs counter to labeling as "dropouts" those students who attend one quarter and leave. They are, rather, people who met their goals.

In fact, one-fifth of all the quarter-time one-quarter students had a bachelors degree when they enrolled. Over one-fourth of the "Quarter-time Completers" had a bachelors degree, compared to 12% of the "Quarter-time Non-completers." This is much greater than the four percent of the "Leavers" group that had a bachelors degree (see Figure 9). The number of quarter-time one-quarter students with a bachelors degree underscores the retraining aspect of the community college mission.

"Quarter-time Non-completers" attributed their lack of completion primarily to job/study conflicts and personal problems. Twenty-nine percent of the "Quarter-time Non-completers" attributed their lack of completion to course/instructor problems.

Comparisons between "Leavers" and Quarter-time one-quarter students

In addition to the major differences in possessing a prior bachelors degree, "Leavers" differed from the two quarter-time one-quarter groups in three other areas: (a) future enrollment plans, (b) occupational status, and (c) evaluations of the colleges

Future Enrollment Plans

Twenty-nine percent of the "Leavers" planned to enroll again in the future, probably a reflection of a "stop-out" pattern in which students take off one or more quarters before returning to finish their program or goal. Fewer than one-fifth of the "Quarter-time Completers" and "Quarter-time Non-completers" planned on enrolling in the future (see Figure 10).

Employment Status

The "Leavers" differed significantly from the lifelong learners in terms of their employment status, hours of work, and job classifications.

Three-quarters of the quarter-time one-quarter students were employed only at the time of the survey, compared to 40% of the "Leavers" (see Figure 11). Fifty-one percent of the "Leavers" were continuing their education, compared to 15% of the "Quarter-time Completers" and ten percent of the "Quarter-time Non-completers."

Seventy percent of the quarter-time one-quarter students were in administrative, professional, managerial, and service occupations (see Figure 12). These findings both underscore the community college's role as a source of support for business and industry and refute the common perception that a college student is solely an 18 or 19 year-old supported by mom and dad. It should be recalled that half of all community college students are 25 and older.

"Quarter-time Completers" were more likely to be in professional and managerial jobs. By contrast, "Leavers" were much more likely to be in service jobs and also in marketing and sales.

Fewer than half the "Leavers" were working 40 or more hours per week, compared to almost three-fourths of the quarter-time one-quarter groups (see Figure 13). "Leavers" were least likely to be employed and those who were worked fewer hours, probably due to their continuing education.

College Evaluations

Ninety percent of the "Quarter-time Completers" rated the quality of instruction they received as good or excellent. This rating is higher than for the "Leavers," of whom 86% rated the quality of instruction as good or excellent (see Figure 14). Class size was rated good or excellent by 87% of the "Quarter-time Completers," compared to 84% good or excellent ratings as found for the "Leavers" (see Figure 15).

Summary Highlights

Figure 1
Ninety-four Percent of Occupational
Graduates are Employed

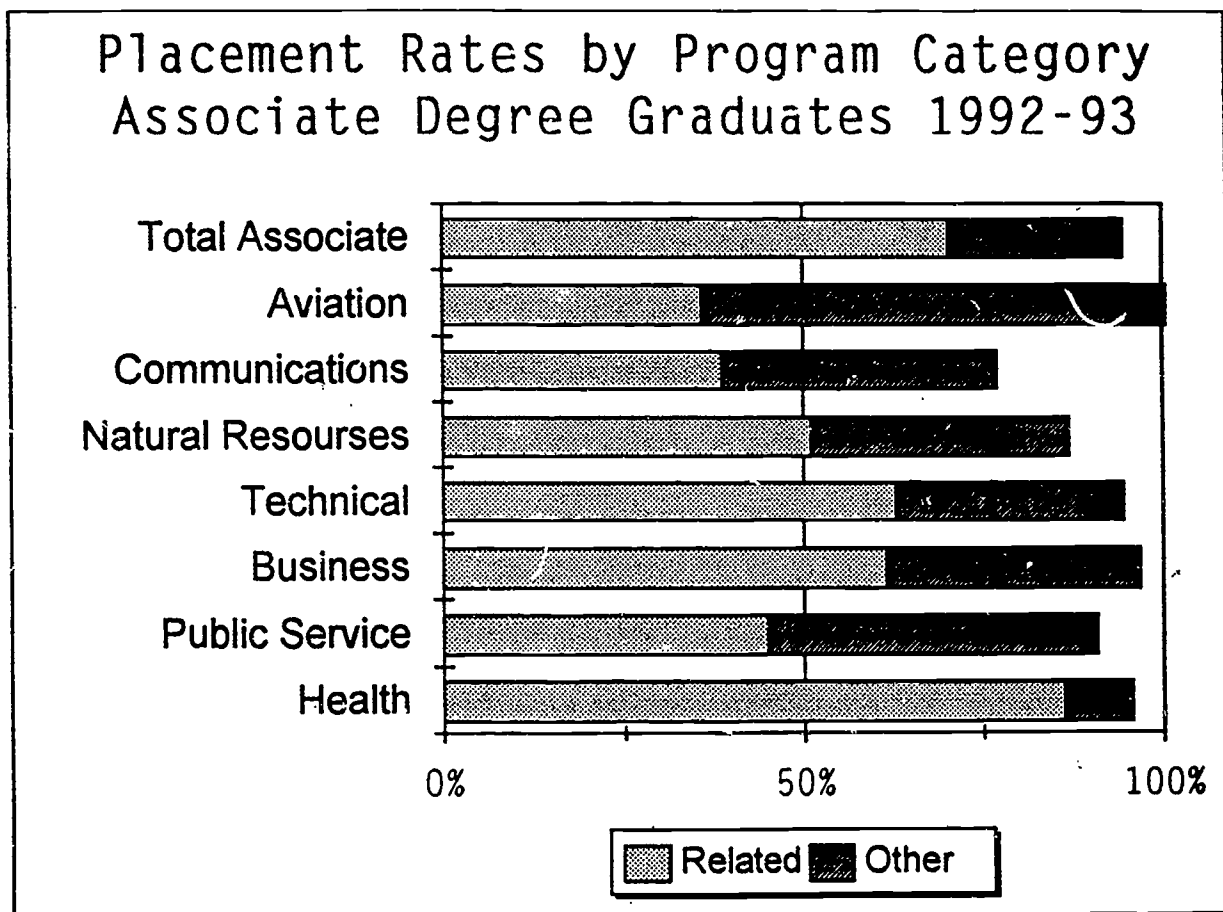


Figure 1, above, shows the placement rates for associate degree occupational graduates in seven major categories and overall. Ninety-four percent of the occupational graduates were employed, with 70% in related employment. Related employment was highest for the Health, Technical, and Business occupations. Related employment was lowest for Aviation, Communications, and Public Service graduates.

Figure 2
Sixty-four Percent of Associate in Arts Graduates
Transfer to a Four-Year College

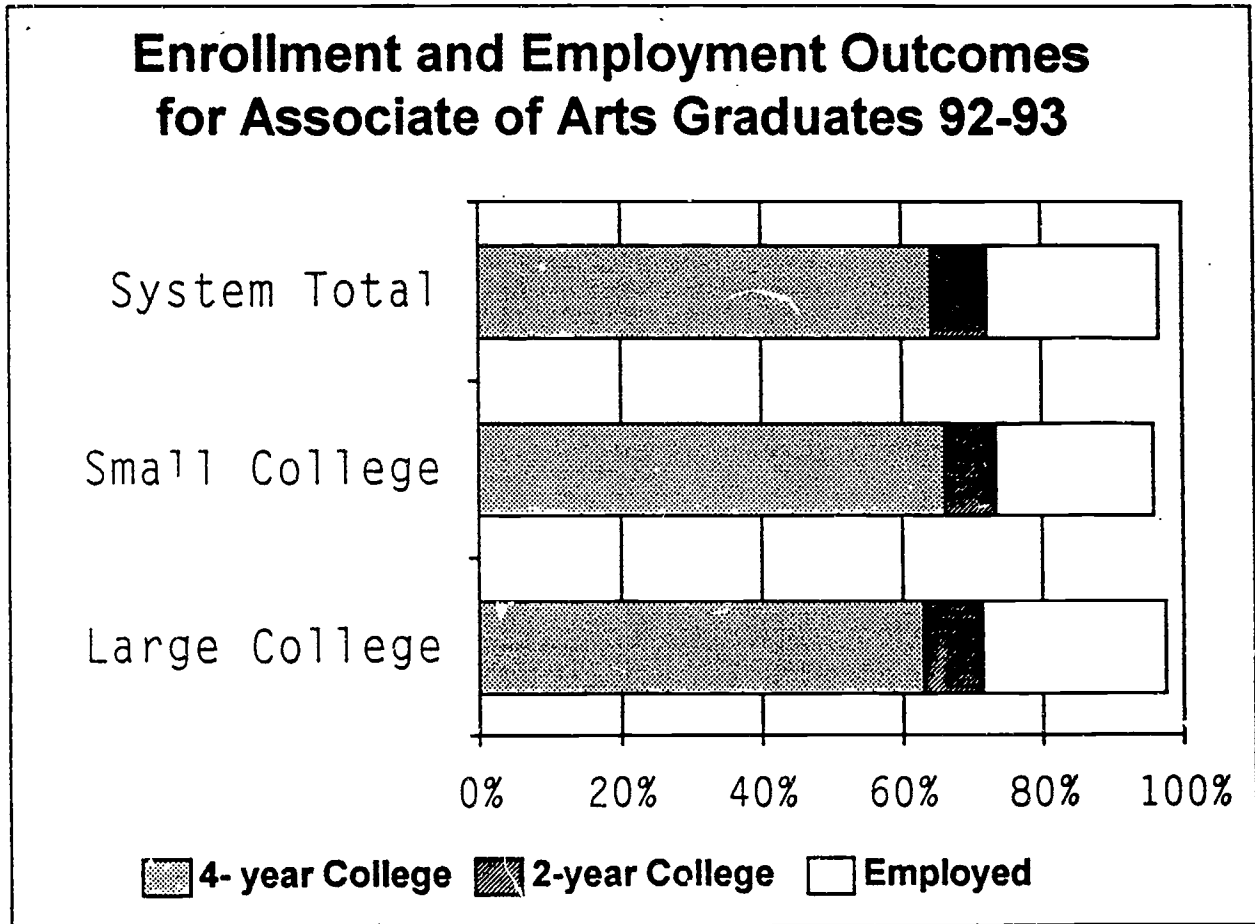


Figure 2, above, shows the current status of the Associate in Arts graduates in fall 1993. Sixty-four percent of all respondents were currently enrolled in a four-year college. A higher percent of the small college graduates transferred to a four year college than for the large colleges (66% vs. 63%).

An additional eight percent of the students were continuing their education at two-year colleges with very little difference between the small and large colleges.

About one-quarter of the AA graduates were employed but not continuing their education. Graduates of the large colleges were more likely to be employed but not continuing their education (25%) than graduates of the small colleges (22%).

Figure 3
 Thirty-nine Percent of All "Leavers" Transfer to Four-Year Colleges

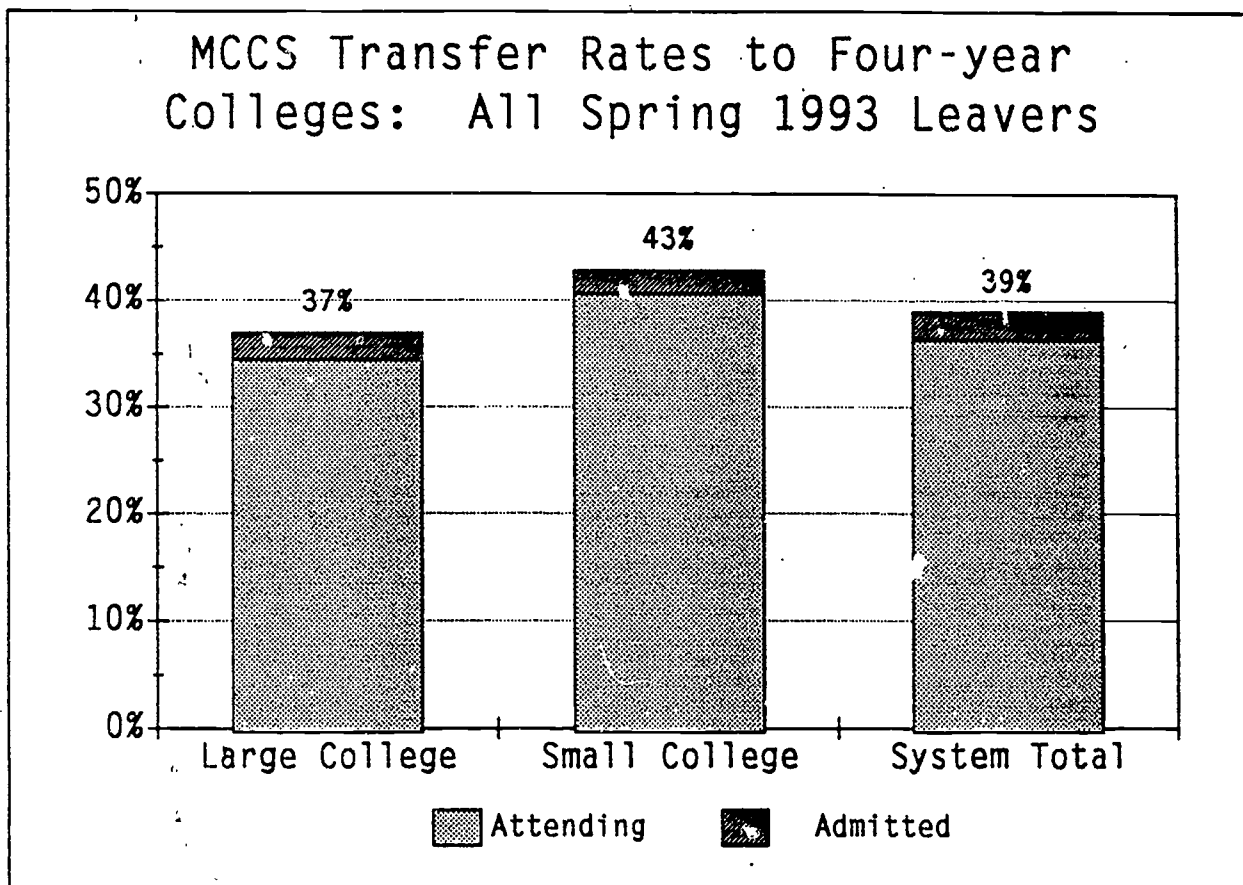


Figure 3, above, shows the percentage of respondents enrolled or admitted to four-year colleges at the time of the survey. Thirty-nine percent of the "Leavers" transferred to a four-year college. Thirty-seven percent of the respondents enrolled in a four year college and an additional two percent reported admission to a four-year college.

The small colleges had a higher transfer rate (43%) than the large colleges (37%). This may relate to the NETC study finding of a strong positive relationship between transfer rates and percentage of full-time enrollment at the colleges studied. The percentage of full-time enrollment at the large colleges was 37%, compared to 50% for the small colleges. The NETC study would predict a transfer rate of 31% for the large colleges and 39% for the small colleges. The transfer rates found in the current study were higher than would be expected based on the percentage of full-time enrollment.

Figure 4
 Fifty-seven Percent of "Leavers" Considering Transfer Important, Transferred

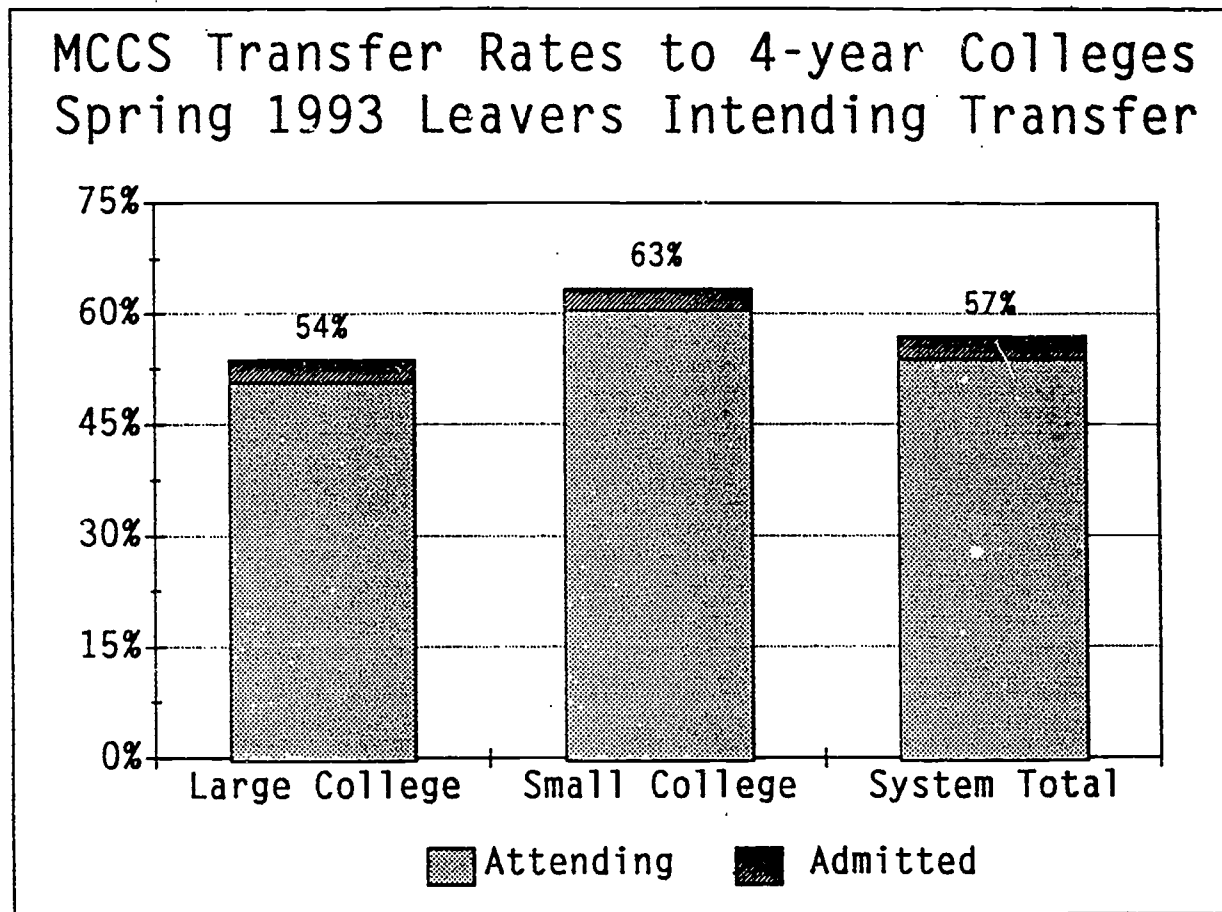
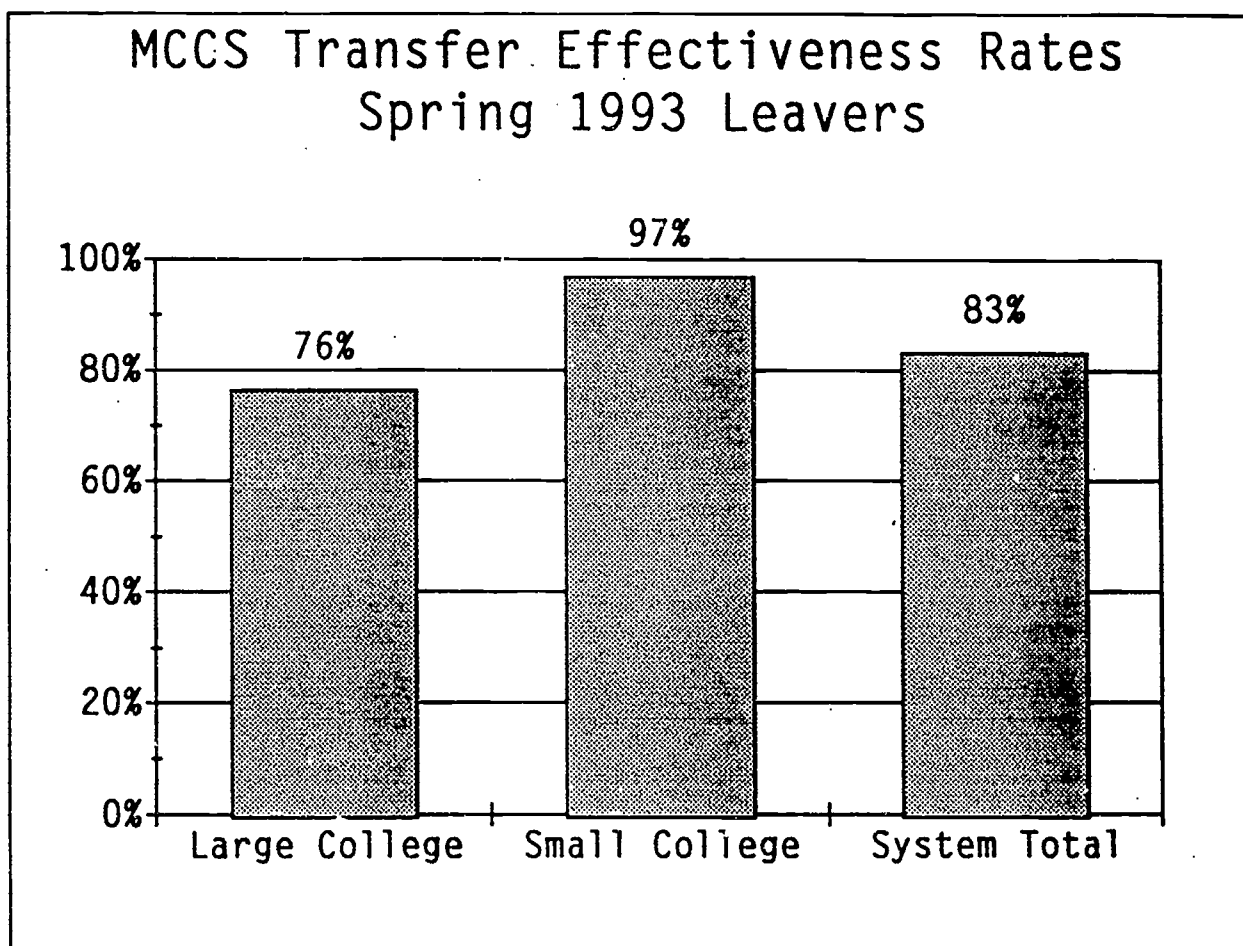


Figure 4, above, shows comparable transfer percentages for those respondents who said transfer was an important reason for enrolling. Fifty-four percent of those rating transfer important reported enrollment in a four-year college. The percentage admitted adds another three percent, giving a total transfer rate of 57%. Students with goals of transferring to a four year college were clearly more likely to transfer than those who did not have such a goal. Again, the small colleges had a higher transfer rate (63%) than the large colleges (54%).

Figure 5
Transfer Effectiveness Above Average



The NETC study proposed a measure of transfer effectiveness that is a ratio of the number actually transferring to the number considering transfer important. Figure 5, above, shows the transfer effectiveness rates for the system, large colleges, and small colleges. The overall rate was 83%, with the individual small college rate (97%) higher than the large college rate (76%). In the NETC study the rates ranged from 35% to 126%, with an average of 66%. The system, large college, and small college rates were all above the NETC average.

Figure 6
 Graduates More Likely to Transfer to
 Minnesota State Universities than "Leavers"

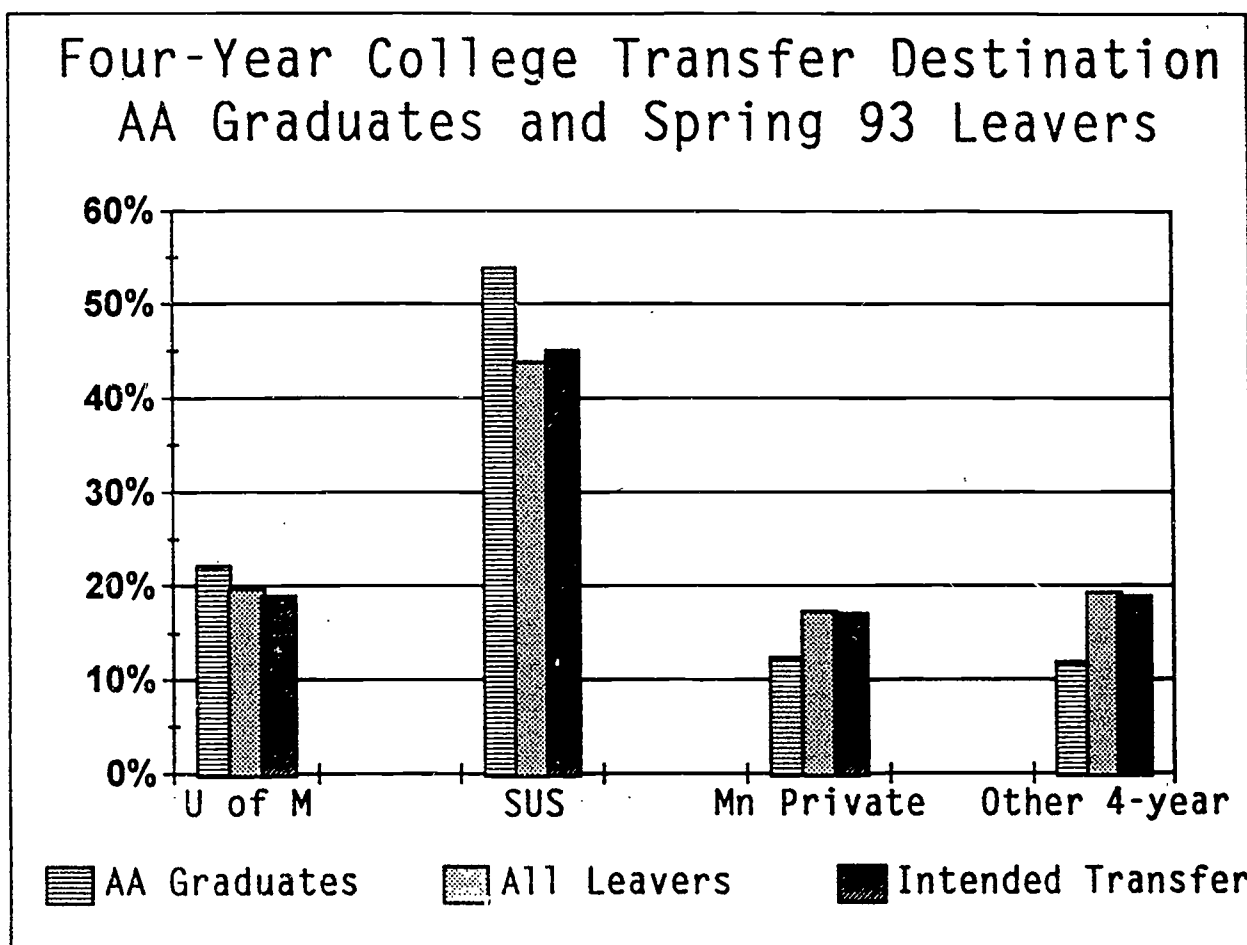


Figure 6, above, shows the types of four-year institutions Associate in Arts (AA) graduates and "Leavers" chose to attend. Over half of the AA graduates transferred to one of the seven colleges in the Minnesota State University System. Over one-fifth of the transferring graduates transferred to the University of Minnesota, and one-eighth transferred to Minnesota's Private Colleges. Twelve percent transferred to four-year colleges outside Minnesota. Transferring "Leavers" were considerably less likely to transfer to the Minnesota State University System. Only 44% of the "Leavers" transferred to the Minnesota State University System. Most of the difference was accounted for by transfers to Minnesota private colleges, which attracted 17% of the "Leavers," and four-year colleges outside Minnesota, which attracted 19% of the "Leavers."

Figure 7
 Most Leavers Transferred to St. Cloud State,
 the University of Minnesota and Bemidji State

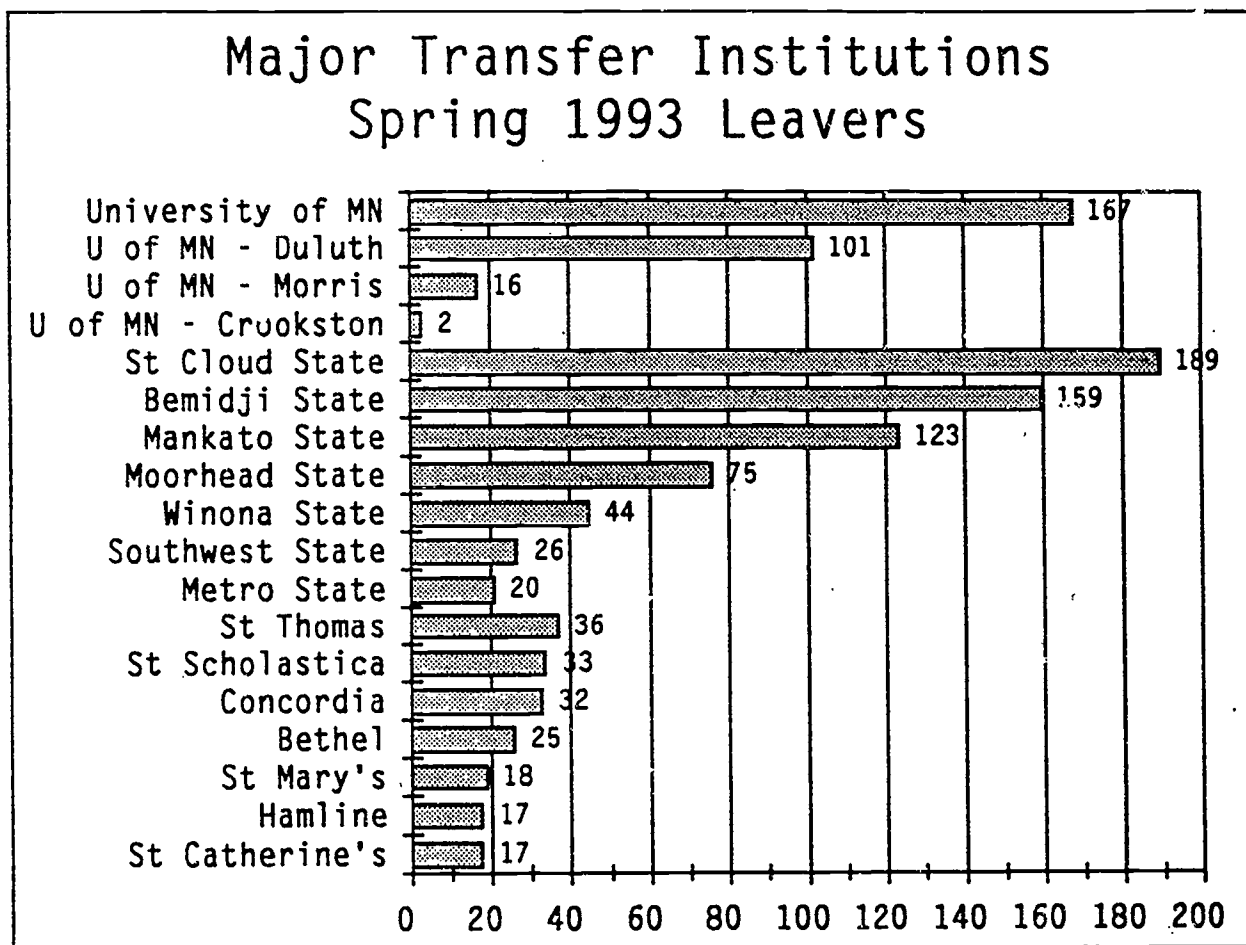


Figure 7, above, shows the four-year transfer destinations for leavers transferring to Minnesota Colleges. St. Cloud State accounted for 16% of the transfers. The University of Minnesota's Twin Cities campus and Bemidji State each accounted for 14% of the transfers. Mankato State receive 10% of the Transfers and University of Minnesota - Duluth nine percent. Among the private colleges, St. Thomas, St. Scholastica, and Concordia each received three percent of the four-year transfers within Minnesota.

Figure 8
 Quarter-time Student Goals Focus on Jobs and Development

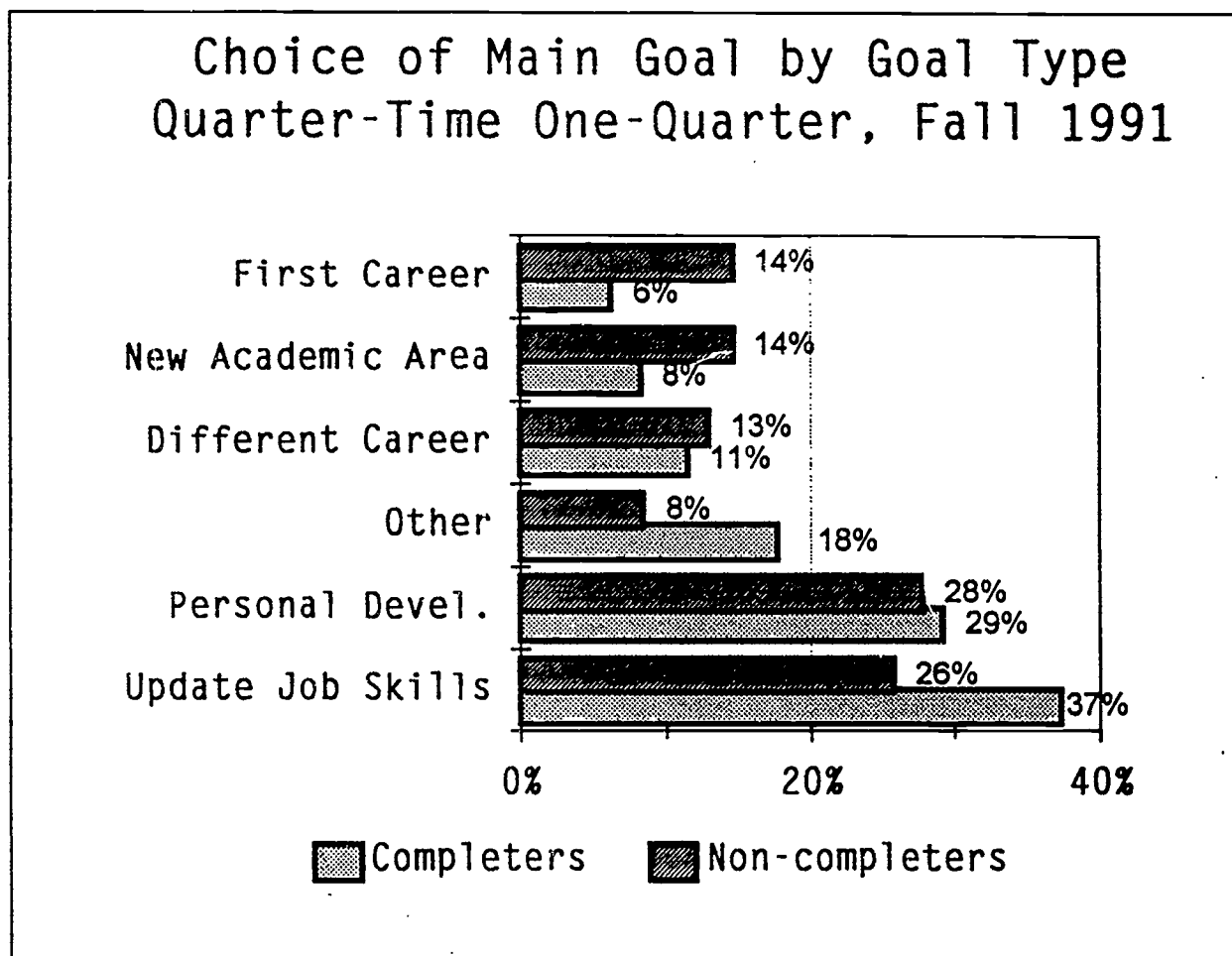


Figure 8, above, shows the percentage of Quarter-time one-quarter students choosing each main goal. The most frequent goal was updating job-related skills. The second most common goal was personal development. Preparing for a different career was the third most frequent goal, followed by exploring a new academic area, and preparing for a first career.

Fifty-four percent of the Completers and 53% of the Non-completers had career related goals. The goals of the "Quarter-time Completers" and "Quarter-time Non-completers" were not dramatically different. "Quarter-time Completers" were more likely to be updating job-related skills. "Quarter-time Non-completers" were more likely to be preparing for their first career or exploring a new academic area.

Figure 9
"Leavers" less Likely to Have Bachelor's Degree than One-quarter Students

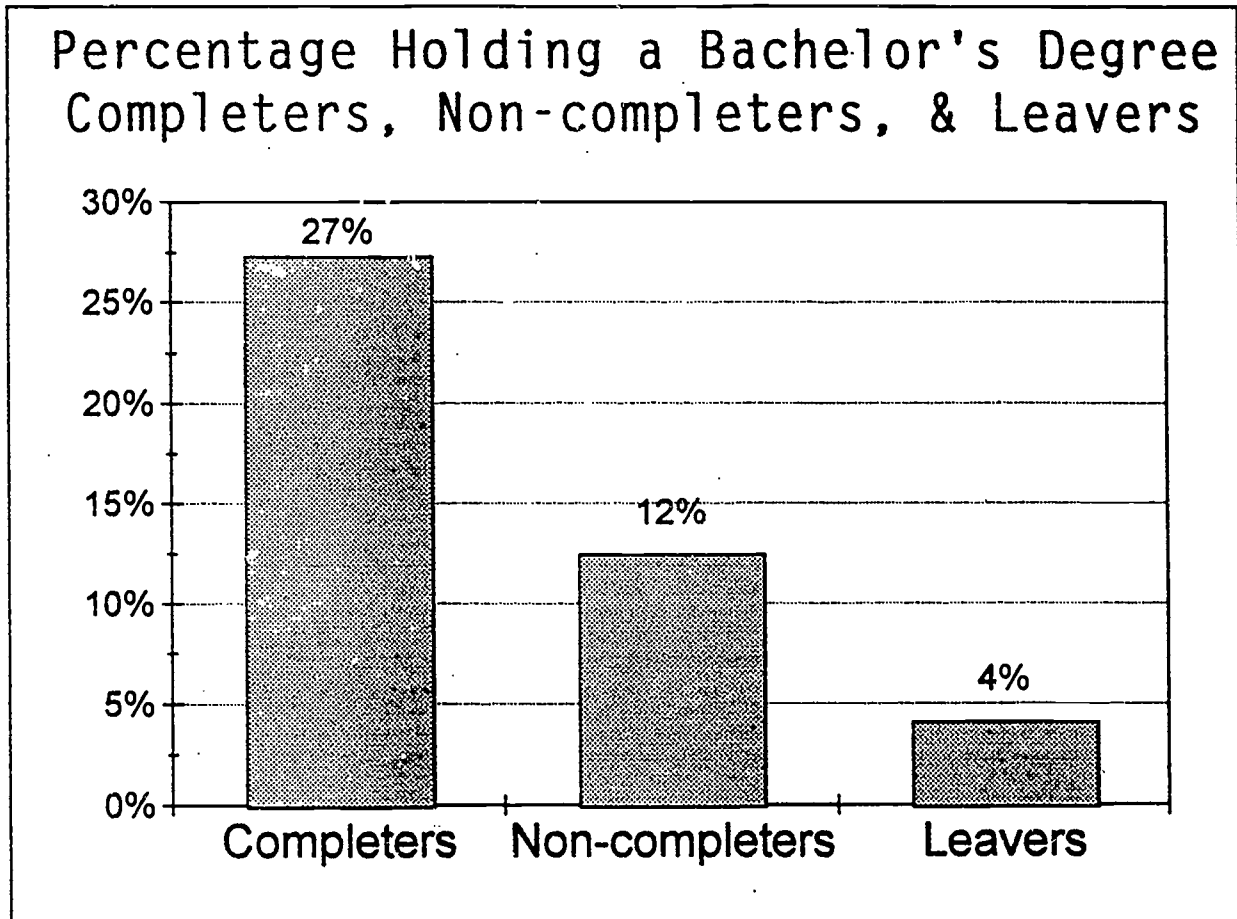


Figure 9, above, shows only three percent of "Leavers" had earned a Bachelor's degree prior to enrolling at the colleges. In contrast, one-fifth of the Quarter-time one-quarter students had a Bachelor's degree prior to enrolling. Of the Quarter-time one-quarter students, "Quarter-time Completers" were more than twice as likely to have a Bachelor's degree than "Quarter-time Non-completers." Having a Bachelor's degree prior to enrollment should provide the skills necessary for completing courses at the community college.

Figure 10
 "Leavers" more likely to Plan on Future Enrollment

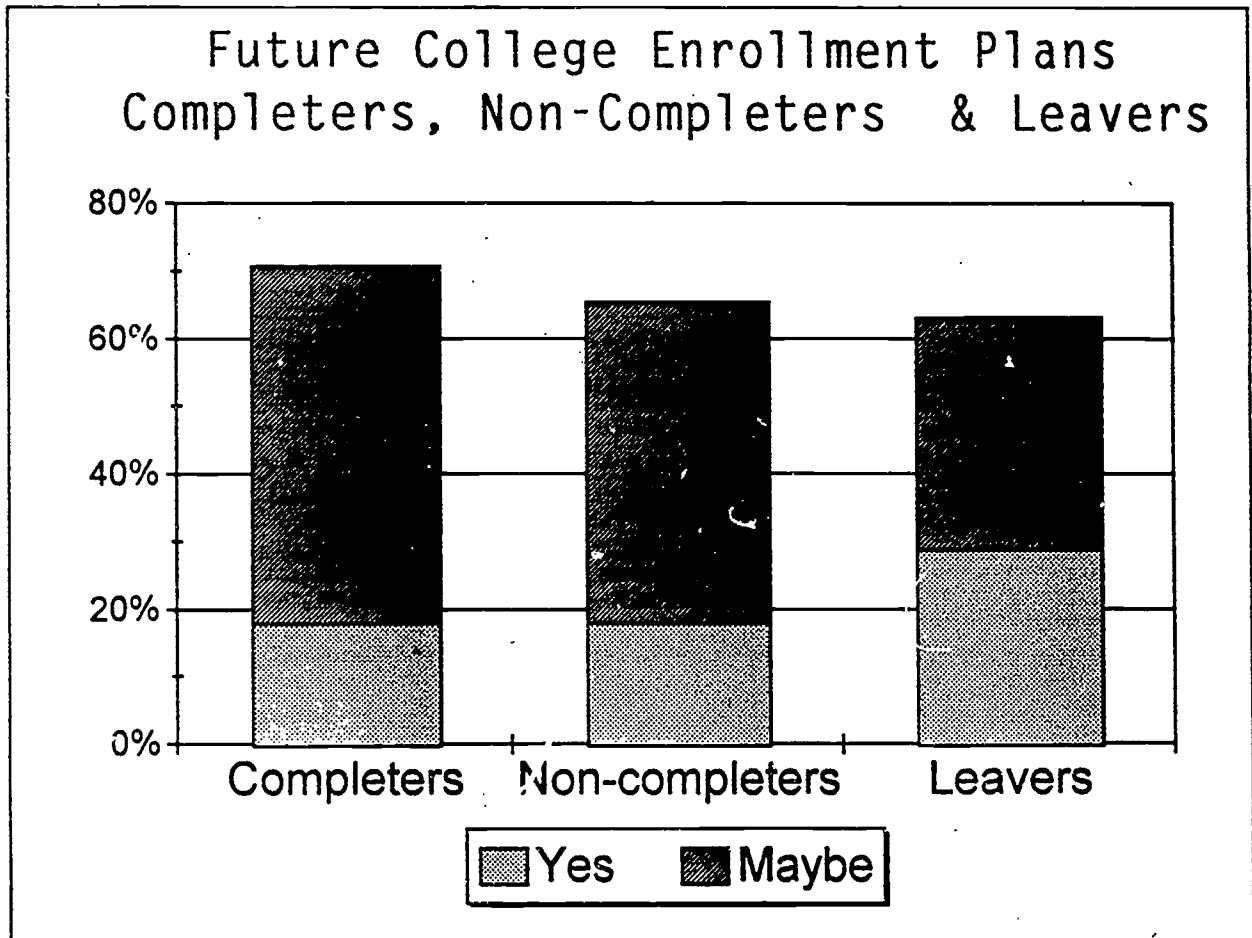


Figure 10, above, shows 29% of the "Leavers" planned on future enrollment at the individual colleges, compared to 18% for the Quarter-time one-quarter students. However, the "Quarter-time Completers" and "Quarter-time Non-completers" were more likely to say they may enroll in the future. The higher planned return rate for "Leavers" probably is a reflection of "stop-outs," students who stop-out for a quarter or longer but plan to complete their degree or program in the future.

Figure 11
 "Leavers" More Likely to be Both Enrolled in College and Employed

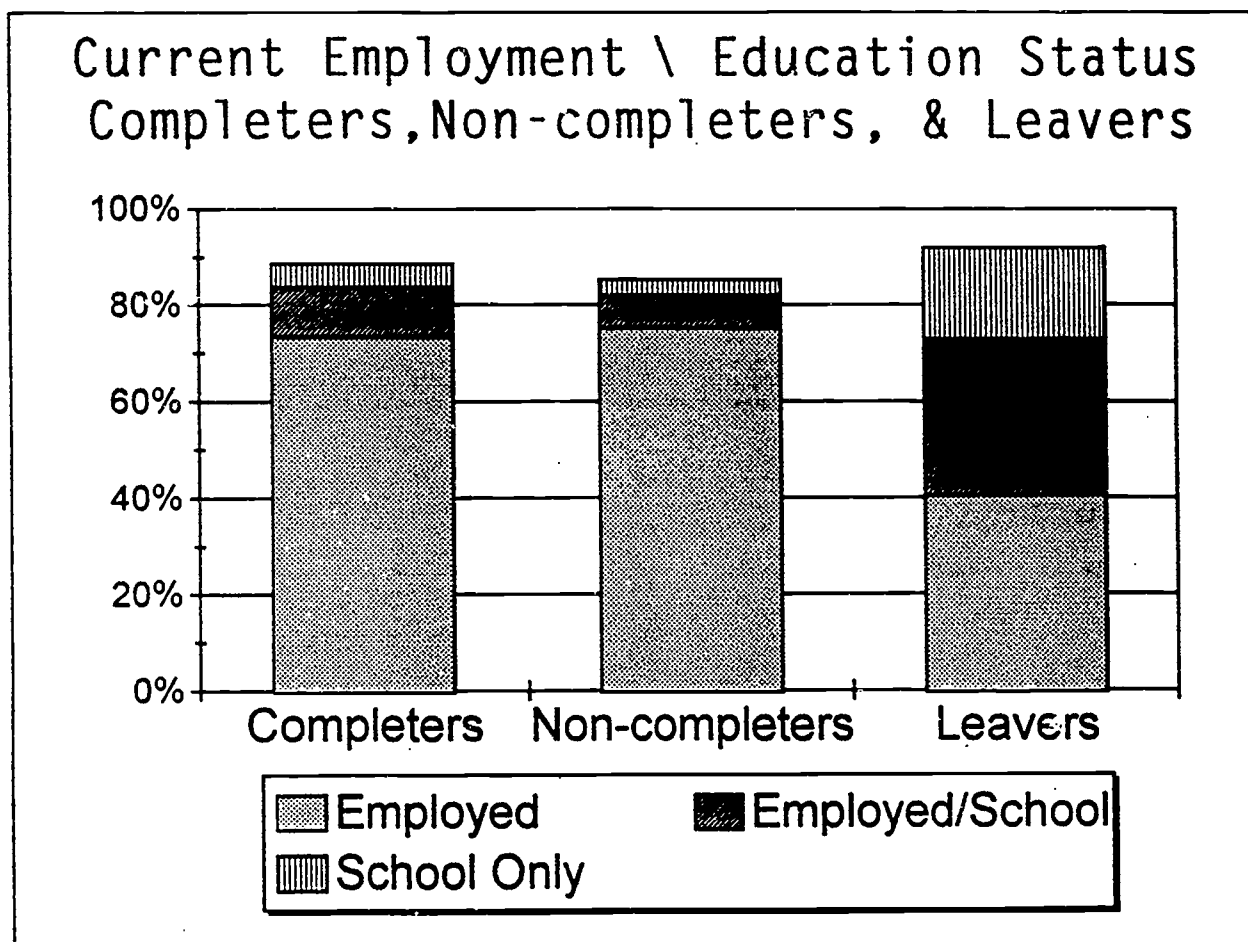


Figure 11, above, shows three quarters of the "Quarter-time Completers" and "Quarter-time Non-completers" were working with no continuing education, compared to less than half of the "Leavers." Thirty-two percent of the "Leavers" were both enrolled and working, compared to 10% of the "Quarter-time Completers" and seven percent of the "Quarter-time Non-completers." Fifty-one percent of the "Leavers" were continuing education, compared to 15% of the "Quarter-time Completers" and ten percent of the "Quarter-time Non-completers."

Figure 12
 "Leavers." "Quarter-time Completers" and
 "Quarter-time Non-completers" Hold Different Jobs

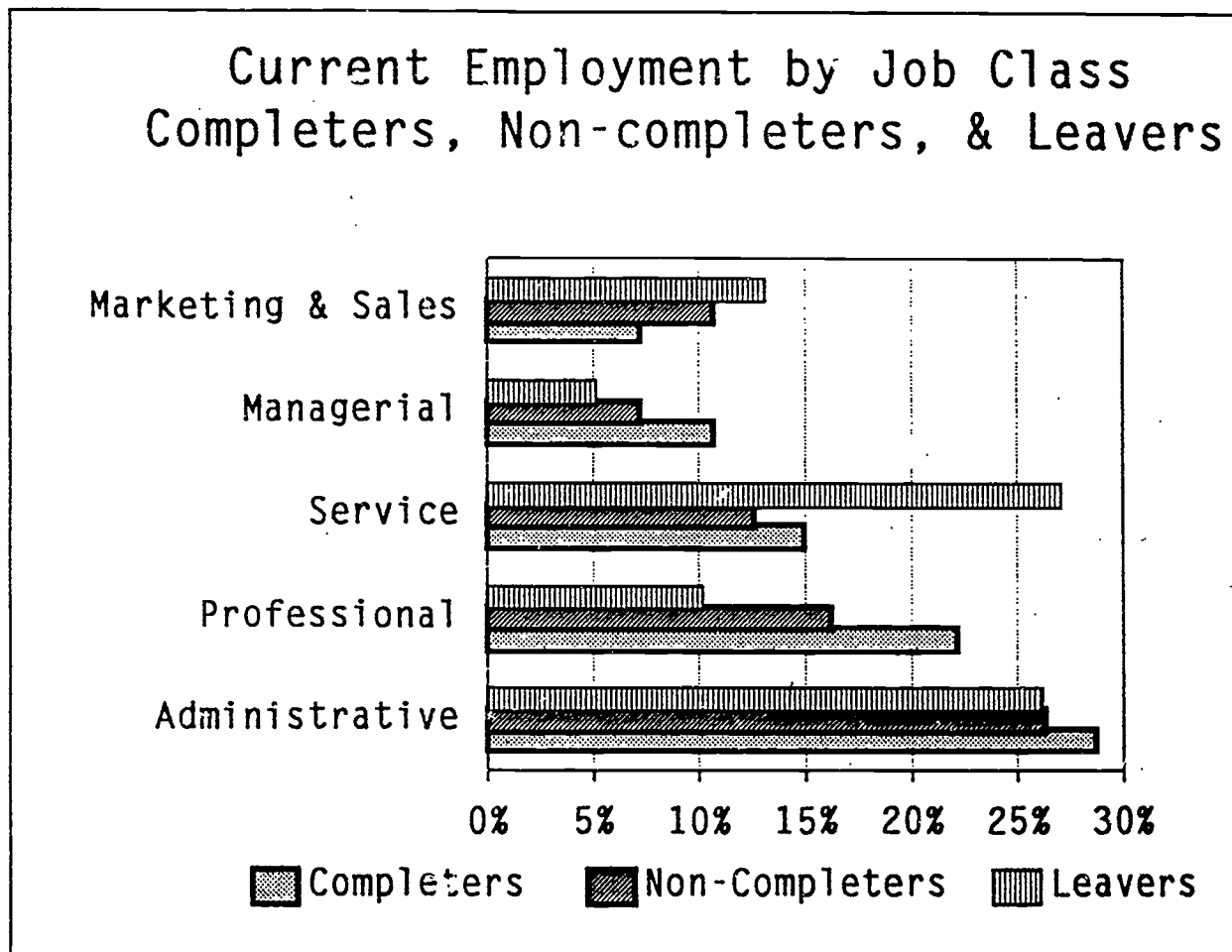


Figure 12, above, shows the top five job classifications for the "Leavers" and Quarter-time one-quarter students. Over a quarter of each group was in administrative (clerical) positions. "Quarter-time Completers" were much more likely to be in the professional and managerial categories, followed by "Quarter-time Non-completers," with "Leavers" being least likely to be employed in these categories. That was consistent with the percentage of respondents with a bachelor's degree being highest for the "Quarter-time Non-completers" and lowest for the "Leavers."

"Leavers" were more likely to be in the service and marketing and sales categories. That may reflect the fact many of them were also attending college and the greater opportunity for part-time work in the service and marketing and sales areas.

Figure 13
 "Leavers" less Likely to be Employed Full-time

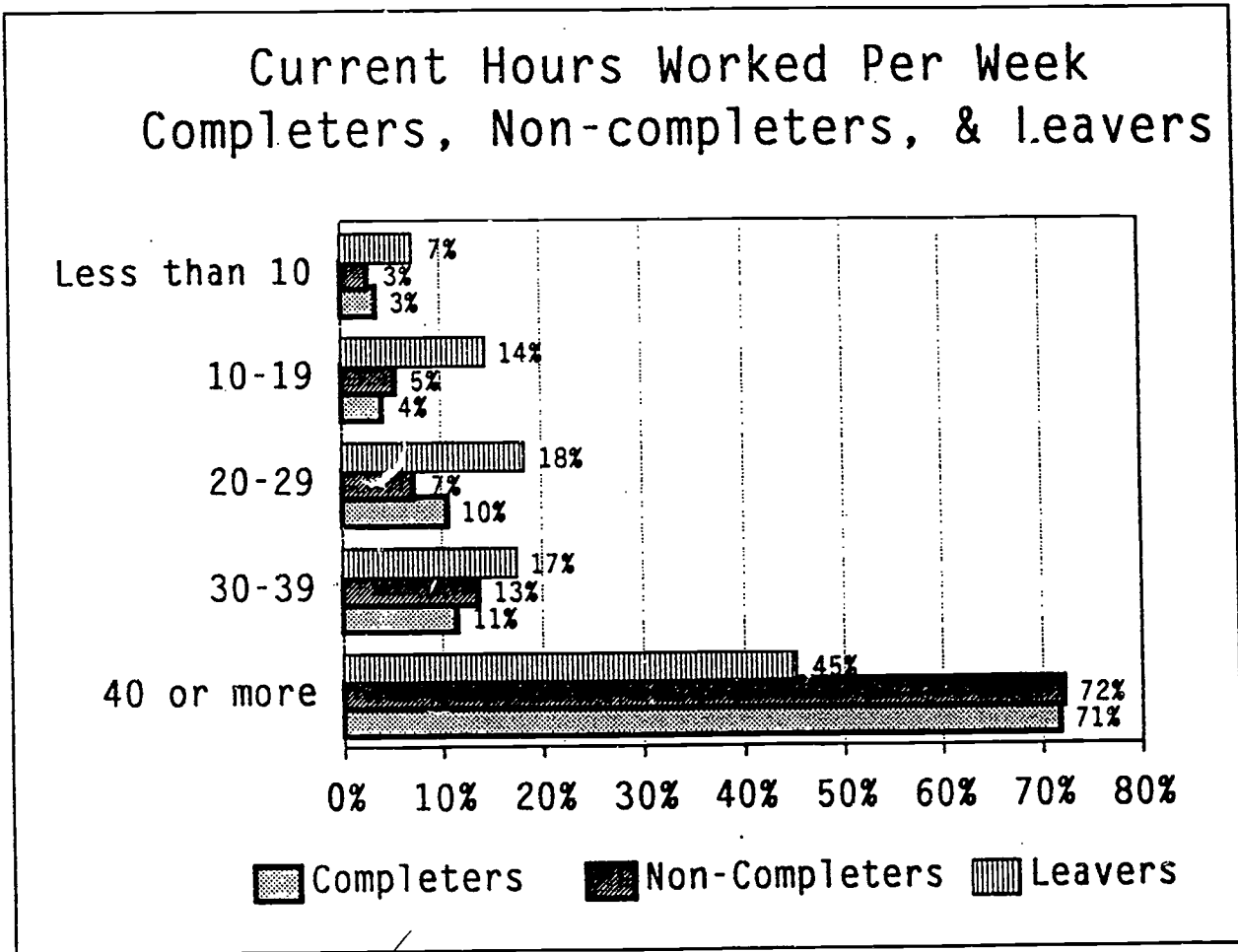


Figure 13, above, shows fewer than half of the "Leavers" were employed 40 or more hours per week, compared to almost three-fourths of the "Quarter-time Completers" and "Quarter-time Non-completers." This is consistent with the data provided earlier that "Leavers" are more likely to be both employed and in college.

Figure 14
 "Quarter-time Completers" Rated Quality of Instruction Higher than "Leavers"

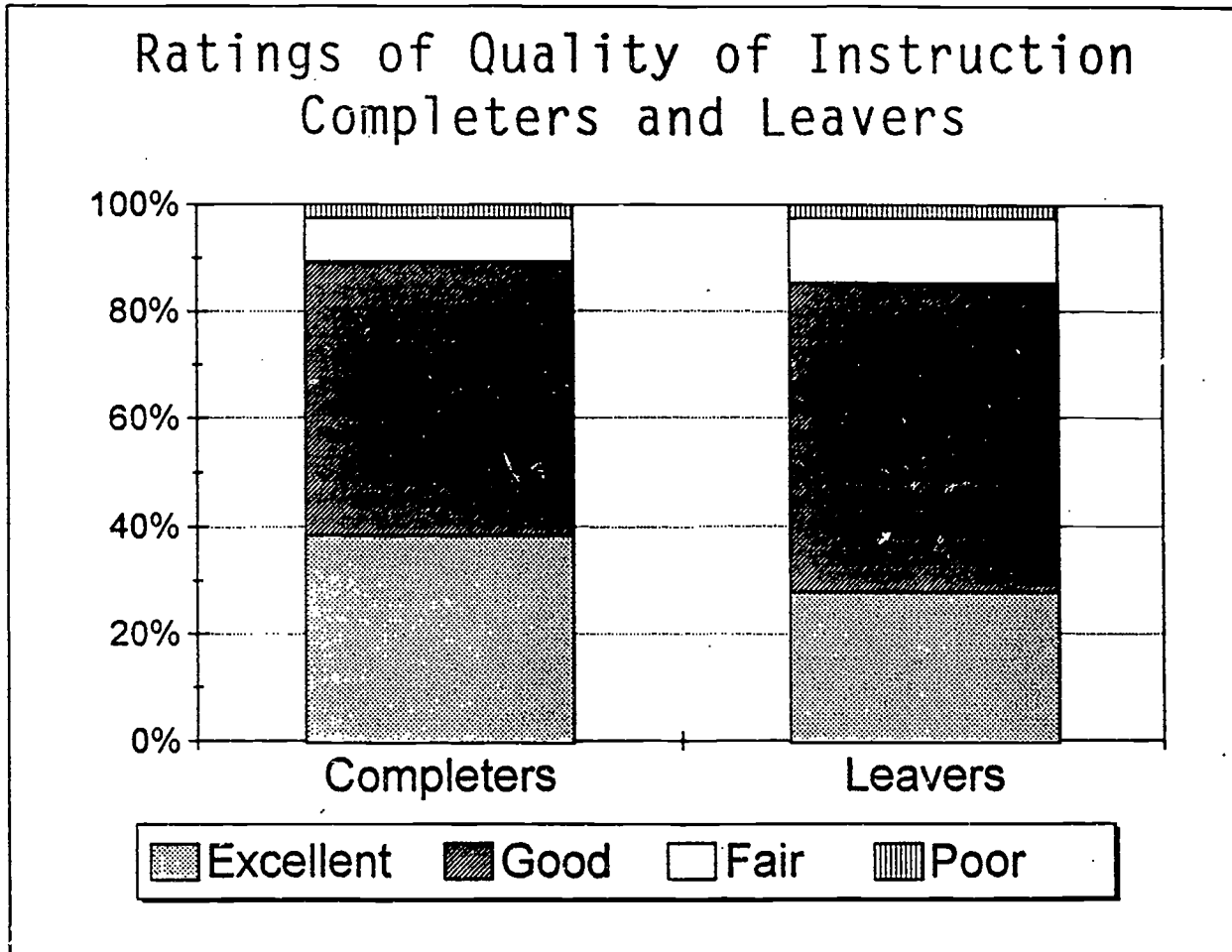


Figure 14, above, shows 39% of the "Quarter-time Completers" rated quality of instruction as excellent, compared to 28% of "Leavers." Including good ratings results in 90% of the "Quarter-time Completers" rating instruction good or excellent, compared to 86% of the "Leavers." Previous research at North Hennepin is consistent with these results, as evening, part-time students usually rate quality of instruction higher than day, full-time students. This may reflect the greater focus of the part-time student in course selection.

Figure 15
 "Leavers" more Likely to Rate Class Size as Excellent

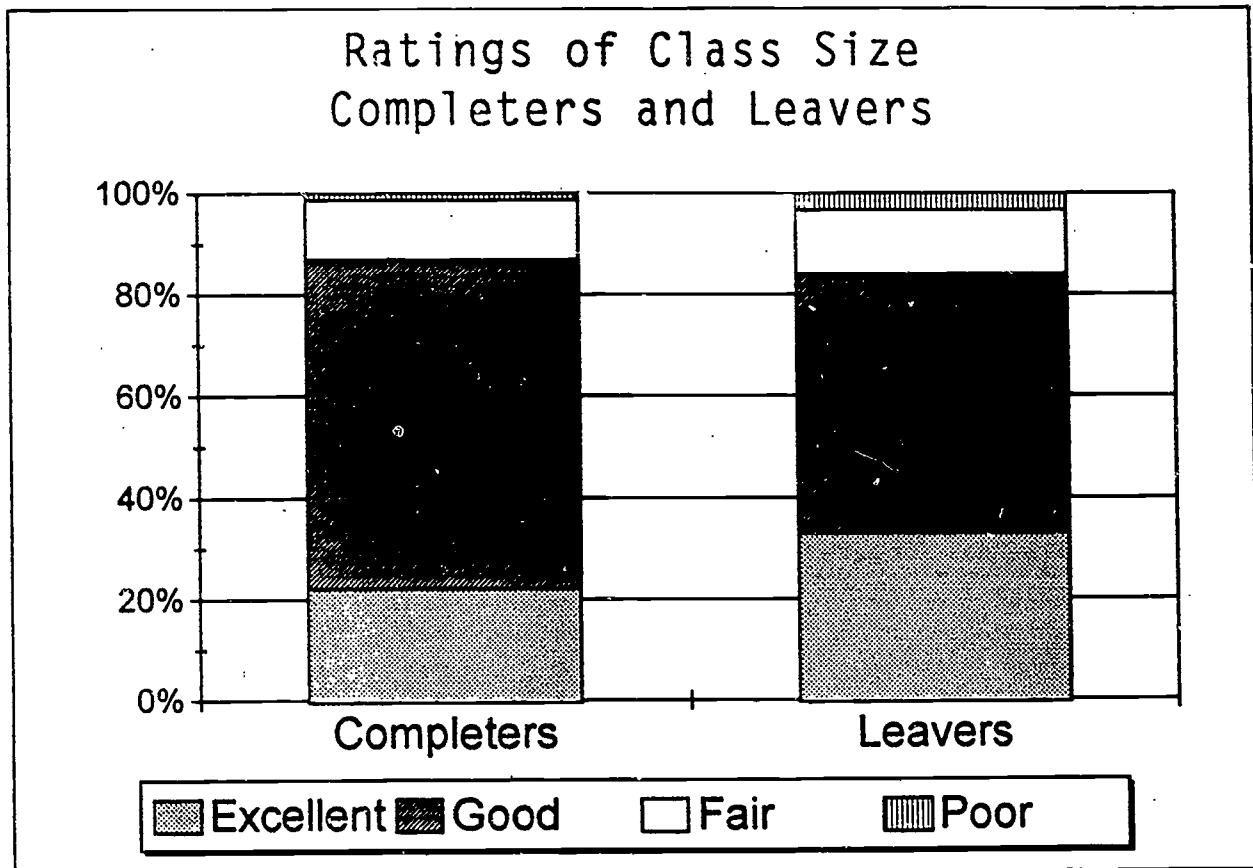


Figure 15, above, shows "Leavers" were more likely to rate class size as excellent than "Quarter-time Completers." Combining good and excellent ratings reverses the difference, with the "Quarter-time Completers" showing higher satisfaction with class size.

ENDNOTES

1 *Minnesota Milestones: A report Card for the Future.* Minnesota Planning, St. Paul, MN, December 1992.

2 Paul Berman, Jennifer Curry, Beryl Nelson, and Daniel Weiler, *MEASURING TRANSFER PERFORMANCE AT ROCHESTER COMMUNITY COLLEGE: A First Year Report to Rochester Community College, A Member College of the National Effective Transfer Consortium.* BW Associates, Berkeley, CA. November 1989, Revised June 1990.

3 *Ibid.*, pp. 14-16.

EMPLOYMENT PLACEMENT DATA OF 1992-93 OCCUPATIONAL GRADUATES AT MINNESOTA'S COMMUNITY COLLEGES

STUDENT OUTCOMES STUDY REPORT #1

July, 1994

Summary and Conclusions

This report is a compilation of placement studies of occupational graduates from the twenty - one Minnesota Community Colleges. Individual placement studies were done by each college. The colleges used the same questionnaire with somewhat different follow-up procedures.

The related placement rate was 70% for all associate degree occupational graduates, with an additional 24% of them employed in other jobs. Sixty percent of the graduates earning a certificate were in related jobs, with an additional 26% in other jobs. Over half of the associate degree graduates were in Health related fields and 86% of the associate degree graduates in the Health area reported related placement. Nursing was the largest single program, accounting for over one-third of the graduates. Nursing graduates had an 87% related placement rate. The second largest category of associate degree graduates was Public Service, primarily Law Enforcement and Legal Assistant. These programs had related placement rates of 45%, with an additional 46% in other employment.

Certificate graduates accounted for less than ten percent of all occupational degrees. Sixty percent of the certificate graduates were in related employment, with an additional 26% in other employment.

Method and Response Rates

Each college mailed a survey requesting the occupational and educational status of the graduates. The colleges were asked to mail the initial survey (see Appendix A) with a letter from the college president (Appendix B). Non-respondents after three weeks were to receive a second copy of the survey with a follow-up cartoon (Appendix C). The colleges were then asked to do phone follow-up on non-respondents to the second mailing. The actual follow-up procedures used varied from college to college. Once collected, the colleges entered the data in dBase IV and sent the data files to the System Office for report generation.

The classification procedure for reporting results used the questionnaire responses (Appendix A). Respondents were coded as:

Ineligible-Continuing Education if they indicated they were admitted to a program (item 1a), were enrolled for six or more credits (item 1d), and that education was more important than employment if employed;

Ineligible-Other if they were unemployed and indicated not seeking employment (item 3);

Related Placement if they were employed and indicated their employment was Strongly Related or Related to their education;

Other Placement if they were employed and indicated their employment was slightly related or not related, or did not indicate the relationship to education.

Figure 1, at right, shows the response rates for both Associate degree and Certificate programs. Detailed information by college, degree types, and program is found in Table 1 in Appendix D. Table 2 in Appendix D shows the information by degree type and program combined for all 21 colleges. Finally, Table 3 shows a summary of information by degree type for each of the major areas of occupational programming offered at the colleges. The response rates were approximately 80% for both the Associate Degree and Certificate programs.

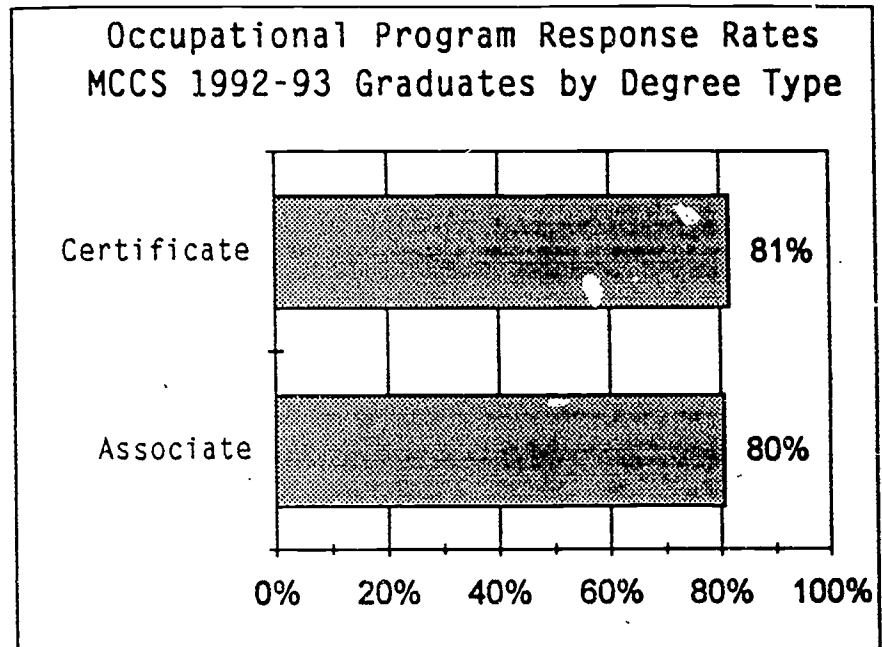


Figure 1

Overall, the response rates lend credibility to the results, though some specific programs at individual colleges have response rates that raise question about the placement rates found.

Number of Graduates

Figure 2, at right, shows over 96% of the Associate Degree graduates were in Health (18 programs), Public Service (three programs), and Business (19 programs) categories. The Technical, Natural Resources, Communications, and Aviation Categories, with three to eight programs each, accounted for less than four percent of all occupational graduates.

Over half of the Certificate graduates were in the Health category, with most of the rest in the Business category. The

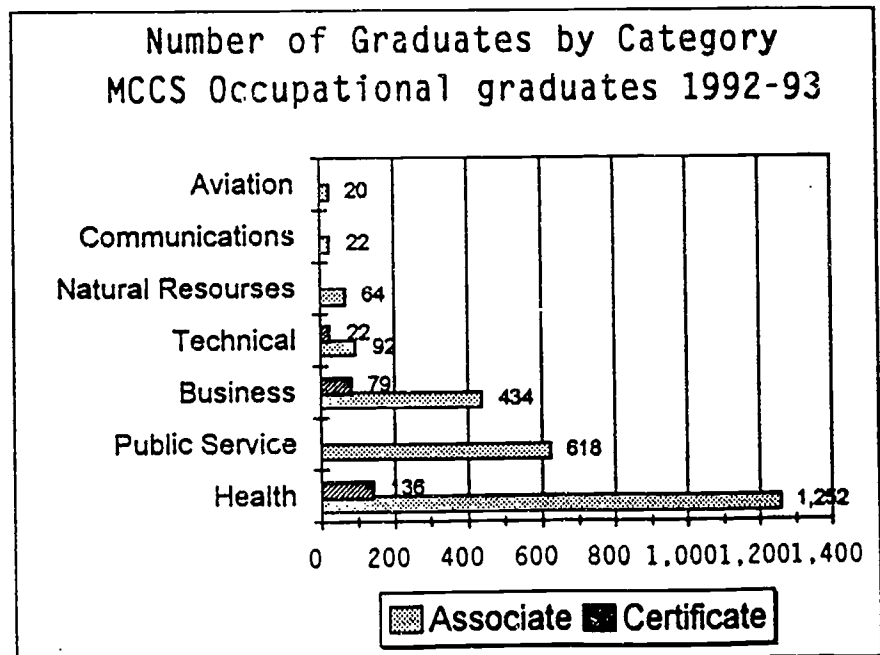


Figure 2

only other category with Certificate graduates was Technical with less than 10% of the technical graduates.

Figure 3, at right, shows the number of graduates for the ten largest Associate Degree programs. Those programs accounted for almost 80% of all occupational graduates. Nursing was the largest program, accounting for over 37% of the graduates. Law Enforcement accounted for another sixth of the graduates. Those top two programs accounted for over half of the graduates. Legal Assistant and Accounting Technician were the other two programs accounting for four percent or more of all graduates, with over 100 graduates each.

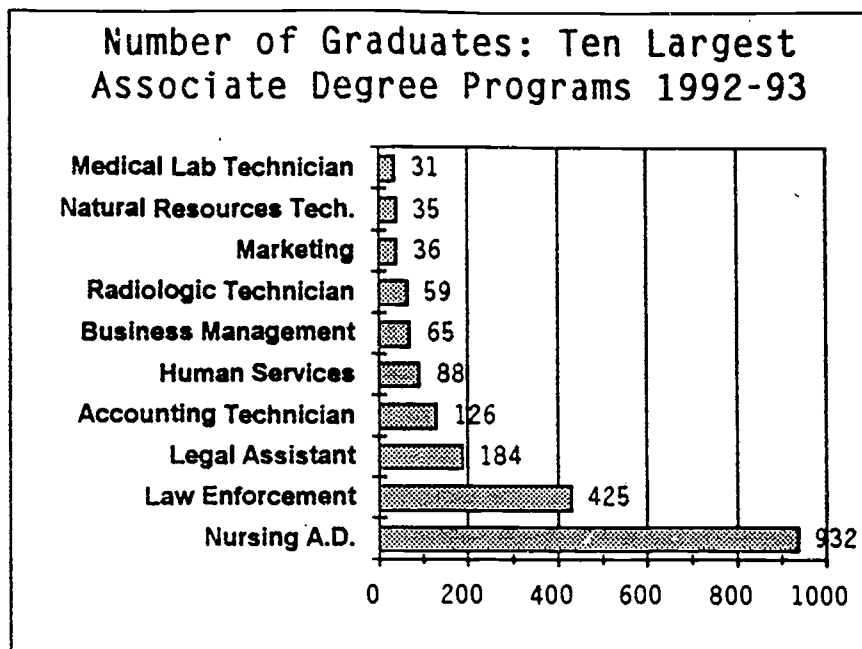


Figure 3

Placement Data

Figure 4, at right shows the placement rates for the six major program categories and overall. Ninety-four percent of the occupational graduates were employed, with 70% in related employment. Related employment was highest for the Health, Technical, and Business occupations. Related employment was lowest for Aviation, Communication, and Public Service graduates. Over 90% of the graduates in the Business, Health, Technical, Public Service and Aviation categories were employed.

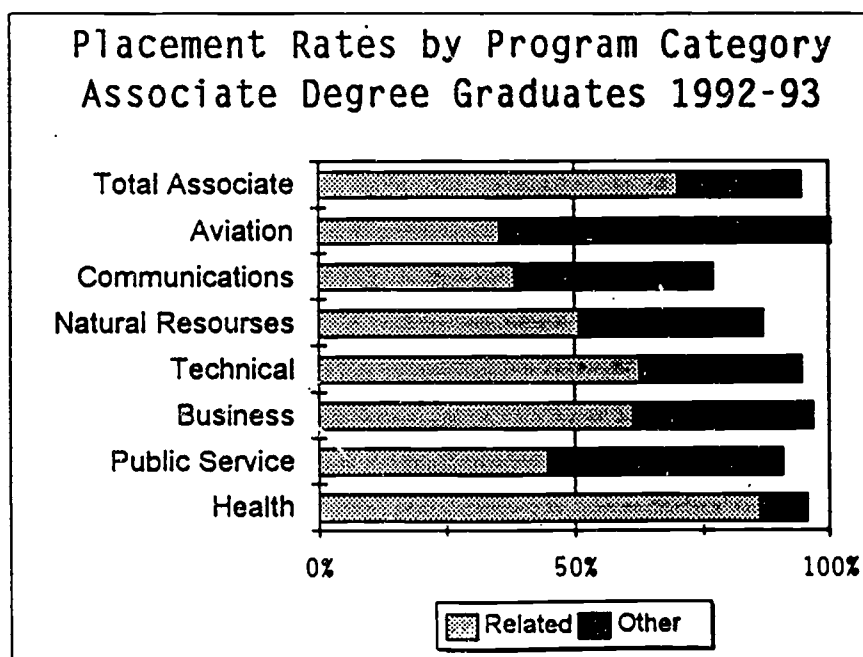


Figure 4

Figure 5, at right, shows related and other employment rates for the ten largest occupational programs in the System. The programs are arranged from the largest number of graduates at the bottom to the smallest number of graduates at the top (see Figure 3). The Medical Lab Technician, Nursing and Radiologic Technician programs all had related placement rates of 85% or more and total placement rates of over 95%. Law Enforcement and Natural Resources Tech. had related placement rates of less than 50%, but the overall placement rate in both was 90% or better.

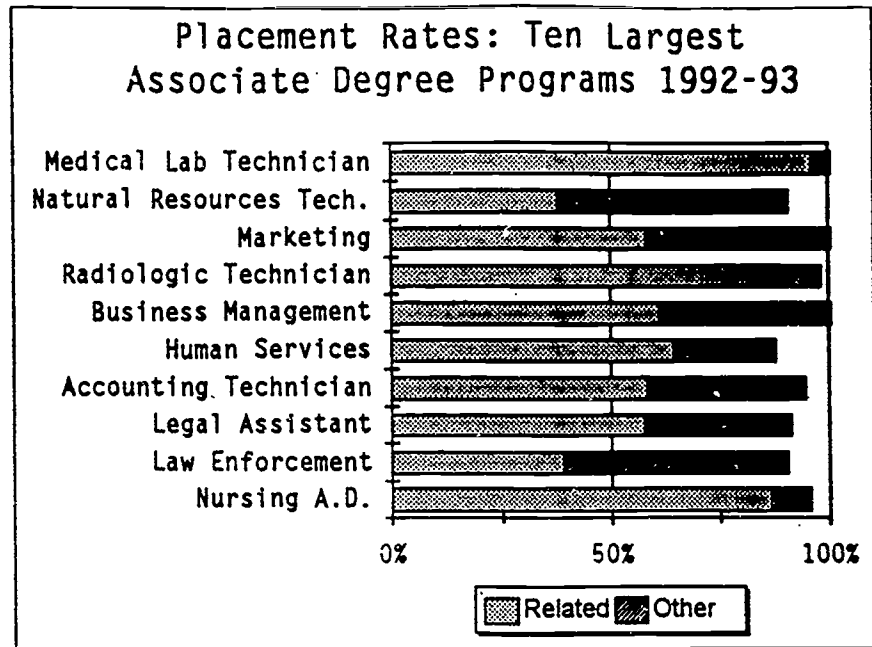


Figure 5

Figure 6, at right, shows the placement rates for the three categories in which Certificates were given. The Health category had a related placement rate of 69%, while the other two had related placement rates of about half. The overall employment rate was highest for Business (91%), followed by Health (87%) and Technical (72%). It should be noted that the Technical percentages are based on a total of eighteen graduates who were eligible for placement.

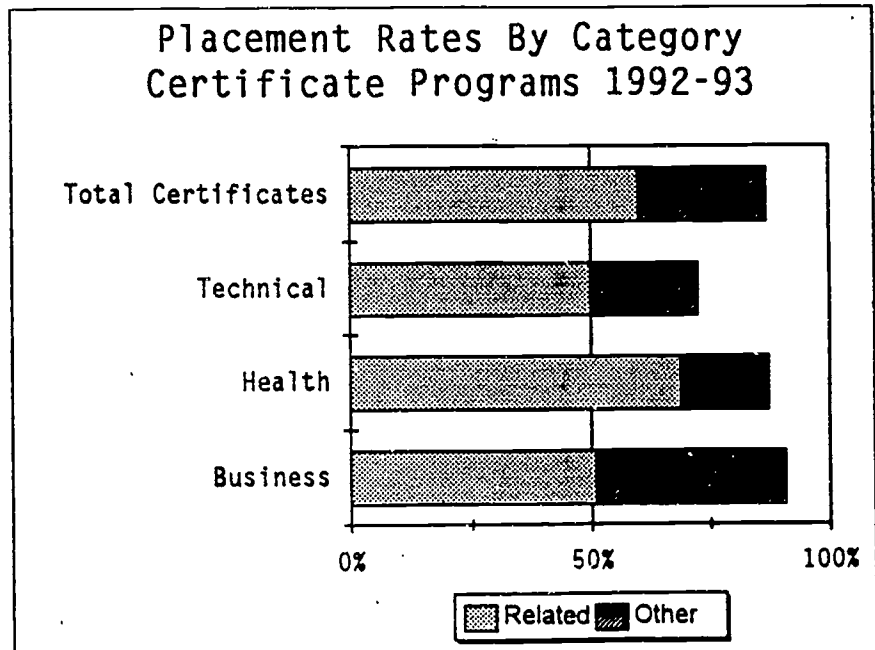


Figure 6

APPENDIX A

NORTH HENNEPIN COMMUNITY COLLEGE PLACEMENT SURVEY

IF YOU ARE ATTENDING ANOTHER COLLEGE

- a. What is the name of your school? _____
- b. Have you been admitted to a degree, diploma, or certificate program at that school?
 1. Yes 2. No
- c. What is your major? _____
- d. How many credits are you currently taking? _____ credits

IF YOU HAVE BEEN EMPLOYED SINCE GRADUATING FROM NORTH HENNEPIN COMMUNITY COLLEGE OR HAVE HAD MORE THAN ONE JOB SINCE GRADUATION, PLEASE ANSWER ABOUT THE MOST RECENT ONE

- a. What is the name of your employer (company)? _____
- b. What is your job title? _____
- c. In what city is your employer located? _____
- d. How many hours a week do you work? _____ weekly work hours
- e. How long have you worked for this employer since graduating from North Hennepin?
 1. Less than one month 2. One month or more
- f. What is your salary in this job, in either dollars per hour, week, month, or year?
_____ \$ per hour _____ \$ per week _____ \$ per month _____ \$ per year
- g. Is this job related to the education you received at North Hennepin?
 1. Strongly Related 3. Slightly Related
 2. Related 4. Not Related
- h. When did you begin this job?
 1. Before attending NHCC 3. After graduating from NHCC
 2. While attending NHCC
- i. If you have been employed and pursued additional education, which is more important to you (CHECK ONLY ONE RESPONSE)
 1. Employment 2. Education

IF YOU ARE NOT CURRENTLY EMPLOYED PLEASE INDICATE REASON

1. Unemployed, but seeking a job 2. Not seeking employment (for whatever reason)

WHO IS RESPONDING TO THIS SURVEY?

1. The graduate 2. Relative or other individual who knows the graduate well
(Please indicate name below)

Name _____

THAT'S IT! THANKS VERY MUCH FOR YOUR COOPERATION AND HELP.

(Office use only: _____ / _____ / _____ / _____)

APPENDIX B

Dear North Hennepin Graduate --

Congratulations on your graduation from North Hennepin Community College! We hope we were able to serve you well while you were at the College, and we wish you the best in your future.

Would you please take a few minutes to respond to the enclosed Placement Survey? We send the survey to all our previous year's graduates in order to learn what they are doing in their careers and education. We then summarize that information and use it to tell our current students what the job market is like and what our graduates are doing and have achieved.

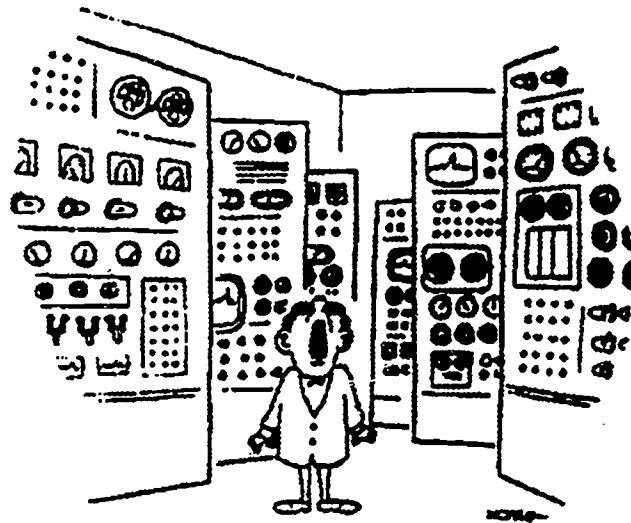
The information you give us is vital to that task, and we appreciate your participation. The questionnaire will take only a few minutes to complete, and your responses will be kept anonymous and confidential.

Please mail us your completed Placement Survey in the enclosed postage-paid return envelope within 10 days. Thank you very much for your help and cooperation.

Yours truly,

Frederick W. Capshaw, Ph.D
President

APPENDIX C



Help!!

The computer can't do it all. We need your response to the enclosed survey. We are sending you another survey because we are very anxious to hear from you.

APPENDIX D

Table 1

Occupational Program Placement, 1992-93 Graduates by College and Program

CODE* Program	Number of Graduates	Response Rate	INELIGIBLE FOR PLACEMENT			Eligible For Placement	Number Related Placement	Other Placement	Unemployed/ Not in School	Placement Related	Rates Other
			Cont' Educ.	Other	Total						
Associate Degrees											
B Accounting Technician	39	85%	2	2	31	16	12	3	52%	39%	
B Business Adm. & Management	22	86%	4	5	14	9	6	1	64%	36%	
B Office Systems Management	17	94%	1	1	15	8	6	1	53%	40%	
M Nursing A.D.	128	82%	2	4	101	74	17	10	73%	17%	
Total Associate Degrees	206	84%	9	12	161	107	40	14	66%	25%	
Cambridge											
B Accounting Technician	3	100%	1	1	2	1	1	1	50%	0%	
B Business Adm. & Management	4	100%	1	1	4	3	1	1	75%	25%	
Total Cambridge	7	100%	2	2	6	4	2	2	67%	17%	
Inver Hills											
B Accounting Technician	9	89%			8	5	3		63%	36%	
B Building Inspection	5	80%			4	3	1		75%	25%	
B Business Management	20	55%	2	2	9	6	3		67%	33%	
B Executive Secretarial	6	100%			6	5	1		83%	17%	
B Legal Secretary	7	71%		1	4	4	1		100%	0%	
B Marketing	5	40%			2	1	1		50%	50%	
B Medical Secretary	1	0%							NA	NA	
B Transportation Management	1	0%							NA	NA	
B Health Care Management	2	100%			2	1	1		50%	50%	
M Human Services	18	78%	2	4	10	6	2	2	60%	20%	
M Nursing A.D.	51	67%	2	2	39	36	1	2	92%	3%	
M Law Enforcement	62	23%			14	7	6	1	50%	43%	
P Legal Assistant	93	73%	6	10	58	37	14	7	64%	24%	
U Air Traffic Control	2	100%	1	1	1	1	1		100%	0%	
U Business Aviation	4	75%	1	1	2	2	6		100%	0%	
U Professional Pilot	11	82%			9	3	6		33%	67%	
Total Associate Degrees	307	62%	12	21	168	116	40	12	69%	24%	
Certificates											
B Accounting Technician	1	100%			1	1	1		0%	100%	
T Building Inspection	8	63%			5	3	1	1	60%	20%	
B Executive Secretarial	1	0%							NA	NA	
B Legal Secretary	6	67%			4	2	1	1	60%	25%	
Total Certificates	16	63%	0	0	10	5	3	2	50%	30%	

* CODE is Degree Category: B - Business, C - Communication, M - Health, N - Natural Resources, P - Public Service, T - Technical, U - Aviation

APPENDIX D

Table 1 - Continued

Occupational Program Placement, 1992-93 Graduates by College and Program

CODE* Program	Number of Graduates	Response	Response Rate	INELIGIBLE FOR PLACEMENT			Eligible For Placement	Number Related Placement	Other Placement	Unemployed/ Not in School	Placement Related	Rate Other
				Con't Educ.	Other	Total						
Lakewood												
Associate Degrees												
B Accounting Technician	10	7	70%				7	4	3		57%	43%
B Business Administration	3	3	100%				3	1	2		33%	67%
B Business Management	16	12	75%				12	8	4		67%	33%
B Fashion Merchandising	2	1	50%				1	1	1		0%	100%
B Secretarial	5	4	80%				4	4	1		100%	0%
M Chemical Dependency	6	6	100%	1	2	3	3	2	3	1	67%	0%
M Child Development	9	7	78%	1		1	6	3	3		50%	60%
M Human Services	13	10	77%	3	2	5	5	3	2		60%	40%
M Medical Imaging	12	7	58%				7	7	7		100%	0%
M Nursing A.D.	76	66	87%	1	3	4	62	56	4	2	90%	6%
M Orthotics Technology	4	2	50%	1		1	1	1	1		0%	100%
M Paramedic Technician	3	3	100%				3	2	1		67%	33%
M Prosthetic Technology	2	2	100%	2		2	2	2	1		NA	NA
P Law Enforcement	55	46	84%	5	1	6	40	16	21	3	40%	63%
T Data Processing	4	4	100%	1		1	3	2	1		67%	33%
T Interior Design & Home Furnish	4	4	100%				4	2	2		50%	50%
	224	184	82%	15	8	23	161	110	45	6	68%	28%
Minneapolis												
Associate Degrees												
B Accounting Technician	10	10	100%	1		1	9	6	3	1	66%	33%
B Business Management	1	1	100%	1		1	1	1	1		NA	NA
B General Business	6	4	80%	2		2	2	1	1		50%	50%
C Motion Picture Technology	1	1	100%				1	1	1		100%	0%
C Video Production and Technology	1	1	100%				1	1	1		100%	0%
M Chemical Dependency	16	7	44%	1		1	6	4	2		67%	33%
M Human Services	13	11	85%	6	2	7	4	2	2		50%	50%
M Nursing A.D.	88	60	68%	1	2	3	57	55	2		96%	4%
M Law Enforcement	23	12	52%	2		2	10	8	2		80%	20%
P Total Associate Degrees	158	107	68%	13	4	17	90	76	13	1	84%	14%
Certificates												
B Accounting Technician	8	8	100%	1		1	7	4	2	1	57%	29%
B Business Management	2	1	50%				1	1	1		0%	100%
M Chemical Dependency	34	21	62%	5		5	16	9	4	3	56%	25%
M Human Services	13	10	77%	4		4	6	5	1		83%	17%
M Total Certificates	57	40	70%	10	0	10	30	18	8	4	60%	27%

* CODE is Degree Category: B - Business, C - Communication, M - Health, N - Natural Resources, P - Public Service, T - Technical, U - Aviation

APPENDIX D

Table 1 - Continued

Occupational Program Placement, 1992-93 Graduates by College and Program

CODE* Program	Number of Graduates	Response	Response Rate	INELIGIBLE FOR PLACEMENT			Eligible For Placement	Number Related Placement	Other Placement	Unemployed/ Not in School	Placement Related	Rates Other
				Cont' Educ.	Other	Total						
Normandale												
Associate Degrees												
B Accounting Technician	23	21	91%	4	1	5	16	11	5	2	69%	31%
B Hospitality Management	8	6	75%	2		2	4	2			50%	50%
B Marketing	10	9	90%	1		1	9	5	4		56%	44%
B Office Systems Management	9	8	89%	1		1	7	6	1		66%	14%
B Small Business Management	21	16	76%	2		2	14	6	6	2	43%	43%
M Dental Hygiene	30	25	83%				25	25			100%	0%
M Dietetic Technician	7	7	100%		2	2	5	3	1	1	60%	20%
M Nursing A.D.	108	92	85%	4	4	4	88	76	6	7	86%	6%
M Radiologic Technician	11	8	73%				8	8			100%	0%
M Law Enforcement	81	68	84%	6	3	9	59	23	4	4	39%	54%
P Computer Programming	12	10	83%				10	8	2		60%	20%
T Mechanical Design Technology	10	9	90%				9	6	3		67%	33%
T Total Associate Degrees	330	279	85%	16	10	25	254	179	61	14	70%	24%
Certificates												
M Dental Assistant	23	19	83%	2	2	4	15	13	2	0	87%	13%
M Total Certificates	23	19	83%	2	2	4	15	13	2	0	87%	13%
North Hennepin												
Associate Degrees												
B Accounting Technician	25	21	84%	3		3	18	11	7		61%	39%
B Business Management	10	8	80%	1		1	7	6	2		71%	29%
B Construction Management/Supv	2	1	50%				1	1			100%	0%
B Marketing	10	9	90%	1	1	2	7	4	3		57%	43%
B Office Supervision	24	21	88%	5		5	16	9	7		56%	44%
B Graphic Design	17	11	65%		2	2	9	3	3	3	33%	33%
M Manufacturing Management	5	5	100%				5	1	4		20%	80%
M Medical Lab Technician	6	6	100%				6	6			100%	0%
M Non-Invasive Cardiology Technic	6	3	50%				3	3			100%	0%
M Nursing A.D.	96	79	82%	1	2	3	76	65	9	2	86%	12%
M Radiologic Technician	3	3	100%				3	2	1		67%	33%
M Law Enforcement	125	93	74%	9	2	11	82	27	43	12	33%	52%
P Legal Assistant	80	65	81%	4	3	7	58	31	24	3	53%	41%
P Building Inspection	6	5	83%				5	2	1	2	40%	20%
T Total Associate Degrees	414	330	80%	24	10	34	286	170	104	22	57%	35%
Certificates												
T Building Inspection	12	11	92%				11	5	3	3	45%	27%
T Total Certificates	12	11	92%	0	0	0	11	5	3	3	45%	27%

* CODE is Degree Category: B - Business, C - Communication, M - Health, N - Natural Resources, P - Public Service, T - Technical, U - Aviation

APPENDIX D

Table 1 - Continued

Occupational Program Placement, 1992-93 Graduates by College and Program

CODE* Program	Number of Graduates	Response	Response Rate	INELIGIBLE FOR PLACEMENT			Eligible For Placement	Number Related Placement	Other Placement	Unemployed/ Not in School	Placement Related	Rates Other
				Cont' Educ.	Other	Total						
Associate Degrees												
B Business Administration	1	0	0%				10	5	5		NA	NA
B Business Management	10	10	100%				3	3			50%	50%
B Executive Secretarial	5	4	80%	1			7	3			100%	0%
B Fashion Merchandising	10	9	90%	2			7	1			100%	0%
B Marketing	2	1	50%				18	1			100%	0%
B Medical Secretary	18	18	100%				18	12	2		67%	22%
B Office Systems Management	1	1	100%				1	1			0%	100%
C Mass Media Technology	3	3	100%	1			1	1			50%	50%
M Medical Lab Technician	16	15	94%				15	14	1		93%	7%
M Nursing A.D.	88	80	91%	6			74	65	8	1	88%	11%
M Radiologic Technician	23	23	100%	1			22	21	1		96%	5%
M Respiratory Therapy	11	10	91%				10	10			100%	0%
P Law Enforcement	24	20	83%	2			18	8	9	1	44%	50%
T Civil Engineering Technology	4	4	100%				4	4			100%	0%
T Electronics Engineering Technol	14	12	86%	4			8	2	6		25%	75%
T Total Associate Degrees	230	210	91%	17	0	17	193	153	36	4	79%	19%
Certificates												
B Medical Secretary	7	7	100%				7	4	3		57%	43%
B Secretarial	4	4	100%				3	2	1		67%	33%
M Medical Assistant	9	9	100%				8	4	3	1	50%	38%
M Total Certificates	20	20	100%	2	0	2	18	10	7	1	56%	39%
Associate Degrees												
B Clerical/Information Processing	4	2	50%				2	2			100%	0%
M Nursing A.D.	42	36	83%	4			31	28		3	90%	0%
T Drafting and Design Technology	11	8	73%	2	1	3	5	3	1	1	60%	20%
T Information Processing	16	12	75%				12	7	4	1	58%	33%
T Total Associate Degrees	73	57	78%	6	1	7	60	40	5	6	60%	10%
Certificates												
T Information Processing	2	2	100%				2	1	1		50%	0%
T Total Certificates	2	2	100%	0	0	0	2	1	0	1	50%	0%
Associate Degrees												
M Nursing A.D.	33	22	67%				20	15	3	2	75%	15%
M Radiologic Technician	19	17	89%	1			16	16			100%	0%
M Total Associate Degrees	52	39	75%	1	2	3	36	31	3	2	68%	8%

* CODE is Degree Category: B - Business, C - Communication, M - Health, N - Natural Resources, P - Public Service, T - Technical, U - Aviation

APPENDIX D

Table 1 - Continued

Occupational Program Placement, 1992-93 Graduates by College and Program

CODE* Program	Number of Graduates	Response	Response Rate	INELIGIBLE FOR PLACEMENT			Eligible For Placement	Number Related Placement	Other Placement	Unemployed/ Not In School	Placement Related	Rates Other
				Cont. Educ.	Other	Total						
Itasca												
Associate Degrees												
B Accounting Technician	7	6	86%	3		3	3	2	1		67%	33%
B Legal Secretary	2	2	100%	1		1	1	1			100%	0%
B Marketing	5	4	80%	1		1	3	3			100%	0%
B Medical Secretary	2	2	100%				2	1	1	1	50%	0%
B Secretarial	6	6	100%	1		1	4	3	1		75%	25%
M Human Services	15	15	100%	2		4	11	9	1		82%	9%
M Interpretation for Hearing Impaired	7	7	100%	2		2	6	3	2		60%	0%
N Forestry	11	11	100%	1		2	9	5	2		67%	22%
P Legal Assistant	4	4	100%	1		1	3	1	1		33%	33%
Total Associate Degrees	68	66	97%	11	4	16	41	28	6		71%	15%
Certificates												
B Accounting Technician	4	3	75%	1		1	2	1	1		60%	60%
B Clerical	3	3	100%	1		1	2	1	1		60%	60%
B Medical Receptionist	2	2	100%				2	1	1		60%	0%
B Secretarial	4	4	100%	1		1	3	3			100%	0%
Total Certificates	13	12	92%	2	1	3	9	3	5	1	33%	56%
Mesaabi												
Associate Degrees												
B Marketing	4	3	75%	1		1	2	2			0%	100%
B Secretarial	10	6	60%	1		1	5	2	3		40%	60%
M Human Services	4	3	75%				3	2		1	67%	0%
P Law Enforcement	2	1	50%				1	1			0%	100%
Total Associate Degrees	20	13	65%	0	2	2	11	4	6	1	36%	55%
Certificates												
B Secretarial	3	3	100%	0		0	3	1	1	1	33%	33%
Total Certificates	3	3	100%	0	0	0	3	1	1	1	33%	33%
Fond Du Lac												
Associate Degrees												
M Human Services	18	14	78%	3		3	11	7	2	2	64%	18%
P Law Enforcement	5	2	40%				2	1	1		60%	60%
Total Associate Degrees	23	16	70%	3	0	3	13	8	3	2	62%	23%
Rainy River												
Associate Degrees												
M Human Services	1	1	100%	1		1	0	0	0	0	NA	NA
Total Associate Degrees	1	1	100%	0	1	1	0	0	0	0	NA	NA
Certificates												
B Clerical	1	1	100%	1		1	1	1			NA	NA
B Secretarial	6	6	100%	2		2	3	1	2		33%	67%
M Practical Nursing	30	22	73%	6		6	16	11	4	1	69%	25%
Total Certificates	38	28	74%	8	1	9	19	12	6	1	63%	32%

* CODE in Degree Category: B - Business, C - Communication, M - Health, N - Natural Resources, P - Public Service, T - Technical, U - Aviation



APPENDIX D

Table 1 - Continued

Occupational Program Placement, 1992-93 Graduates by College and Program

CODE* Program	Number of Graduates	Response Rate	INELIGIBLE FOR PLACEMENT			Eligible For Placement	Number Related Placement	Other Placement	Unemployed/ Not in School	Placement Related	Rate Other
			Cont' Educ.	Other	Total						
VERMILION											
Associate Degrees											
N Natural Resources Technician	35	94%	12	0	12	21	8	11	2	38%	52%
N Water and Wastewater Technok	17	88%	2	0	2	16	9	3	3	60%	20%
P Law Enforcement	6	100%	3	0	3	4	4	0	0	100%	0%
P Parks and Recreation Managam	9	100%	3	0	3	6	2	4	0	33%	67%
T Information Processing	6	100%	0	0	0	6	5	1	0	83%	17%
U Business Aviation	1	100%	0	0	0	1	1	0	0	100%	0%
U Professional Pilot	2	50%	1	0	1	1	1	0	0	100%	0%
U Total Associate Degrees	76	93%	17	0	17	54	24	25	6	44%	46%
Certificates											
B Accounting Technician	5	80%	2	0	2	2	2	0	0	100%	0%
B Secretarial	3	100%	1	0	1	2	1	1	0	50%	50%
B Total Certificates	8	88%	2	0	3	4	3	1	0	75%	25%
Brainerd											
Associate Degrees											
M Child Development	5	60%	2	0	2	1	1	0	0	100%	0%
M Nursing A.D.	75	83%	2	0	2	60	53	6	1	88%	10%
M Total Associate Degrees	80	81%	4	0	4	61	54	6	1	88%	10%
Fergus Falls											
Associate Degrees											
B Office Supervision	4	100%	1	0	1	3	3	0	0	100%	0%
B Small Business Management	3	100%	1	0	1	2	1	1	0	60%	50%
M Histologic Technology	6	100%	0	0	0	6	5	1	0	83%	17%
M Medical Lab Technician	9	89%	1	0	1	7	7	0	0	100%	0%
M Total Associate Degrees	22	95%	3	0	3	18	16	2	0	87%	11%
Certificates											
B Legal Secretary	6	100%	2	0	2	4	3	0	0	75%	0%
B Medical Secretary	3	100%	1	0	1	2	2	0	0	100%	0%
B Secretarial	1	100%	0	0	0	1	1	0	0	100%	0%
M Practical Nursing	26	96%	10	0	10	15	11	4	4	73%	0%
M Total Certificates	36	97%	12	0	13	22	17	0	6	77%	0%
Northland											
Associate Degree											
M Nursing A.D.	60	85%	6	1	7	44	37	6	2	84%	11%
P Law Enforcement	28	82%	1	0	1	22	7	11	4	32%	50%
P Legal Assistant	7	71%	3	0	3	2	1	1	0	50%	50%
P Total Associate Degree	95	83%	10	1	11	68	45	17	6	66%	25%

* CODE is Degree Category: B - Business, C - Communication, M - Health, N - Natural Resources, P - Public Service, T - Technical, U - Aviation

APPENDIX D

Table 1 - Continued

Occupational Program Placement, 1992-93 Graduates by College and Program

CODE* Program	Number of Graduates	Response Rate	INELIGIBLE FOR PLACEMENT			Eligible For Placement	Number Related Placement	Other Placement	Unemployed/ Not in School	Placement Related	Rates Other
			Con't Educ.	Other	Total						
Austin											
Associate Degree											
M Human Services	1	0	0%			28	26	1	1	NA	NA
M Nursing A.D.	30	28	93%			15	14	1		93%	4%
M Occupational Therapy Assistant	17	15	88%			3	3			93%	7%
P Law Enforcement	4	3	75%			46	40	5	1	0%	100%
Total Associate Degrees	52	46	88%	0	0					87%	11%
Willmar											
Associate Degree											
M Nursing A.D.	47	45	96%	1	1	44	42	1	1	95%	2%
M Radiologic Technician	3	3	100%			3	2		1	67%	0%
M Law Enforcement	10	8	80%			8	6		1	75%	13%
Total Associate Degrees	60	56	93%	1	1	55	50	2	3	91%	4%
Worthington											
Associate Degree											
B Business Management	8	7	88%	1	1	6	3		3	60%	50%
M Human Services	5	4	80%			4	2		2	60%	50%
N Agriculture Business	1	1	100%			1	1			NA	NA
Total Associate Degrees	14	12	86%	2	2	10	6	5	0	60%	50%
Certificates											
B Secretarial	10	5	50%	1	1	4	1		3	25%	75%
M Practical Nursing	1	1	100%			1	1		1	0%	0%
Total Certificates	11	6	55%	1	1	5	1	3	1	20%	60%

* CODE is Degree Category: B - Business, C - Communication, M - Health, N - Natural Resources, P - Public Service, T - Technical, U - Aviation

APPENDIX D

Table 2

Occupation Program Placement, 1992-93 Graduates: Program Summary

CODE* Program	Number of Graduates	Response	Response Rate	INELIGIBLE FOR PLACEMENT			Eligible For Placement	Number Related Placement	Other Placement	Unemployed/ Not in School	Placement Related	Rates Other
				Cont' Educ.	Other	Total						
Associate Degree												
B Accounting Technician	126	109	87%	14	1	15	94	55	34	6	59%	36%
B Business Admin. & Management	26	23	88%	4	1	5	18	12	6		67%	33%
B Business Administration	4	3	75%				3	1	2		33%	67%
B Business Management	65	49	75%	5		5	44	27	17		100%	39%
B Clerical/Information Processing	4	2	50%				2	2			100%	0%
B Construction Mgmt./Supervision	2	1	50%				1	1			100%	0%
B Executive Secretarial	11	10	91%	1		1	9	8	1		89%	11%
B Fashion Merchandising	12	10	83%	2		2	8	7	1		88%	13%
B General Business	5	4	80%	2		2	2	1	1		50%	50%
B Hospitality Management	8	6	75%	2		2	4	2	2		50%	50%
B Legal Secretary	9	7	78%	1		1	5	5			100%	0%
B Manufacturing Management	5	5	100%				5	1	4		20%	80%
B Marketing	36	28	78%	2	2	4	24	14	10		58%	42%
B Medical Secretary	21	20	95%	6		6	20	13	4	3	66%	20%
B Office Supervision	28	25	89%	6		6	19	12	7		63%	37%
B Office Systems Management	27	25	93%	2		2	23	14	8	1	61%	35%
B Secretarial	20	15	75%	1	1	2	13	9	4		69%	31%
B Small Business Management	24	19	79%	3		3	16	7	7	2	44%	44%
B Transportation Management	1	0	0%								NA	NA
C Graphic Design	17	11	65%		2	2	9	3	3	3	33%	33%
C Mass Media Technology	3	3	100%	1		1	2	1	1		50%	50%
C Motion Picture Technology	1	1	100%				1	1	1		100%	0%
C Video Production and Technology	1	1	100%				1	1			100%	0%
M Chemical Dependency	22	13	59%	2	2	4	9	6	2	1	67%	22%
M Child Development	14	10	71%	3		3	7	4	3		67%	43%
M Dental Hygiene	30	25	83%	3		3	25	25			100%	0%
M Dietetic Technician	7	7	100%		2	2	5	3	1	1	100%	0%
M Health Care Management	2	2	100%				2	1	1		50%	50%
M Histologic Technology	6	6	100%				6	6	1		83%	17%
M Human Services	88	72	82%	15	9	24	48	31	11	6	65%	23%
M Interpretation for Hearing Impaired	7	7	100%	2		2	5	3		2	60%	0%
M Medical Imaging	12	7	58%				7	7			100%	0%
M Medical Lab Technician	31	29	94%	1		1	28	27	1		96%	4%
M Non-Invasive Cardiology Technician	5	3	60%				3	3			100%	0%
M Nursing A.D.	932	766	82%	24	18	42	724	628	62	34	87%	9%
M Occupational Therapy Assistant	17	15	88%				15	14	1		93%	7%
M Orthotics Technology	4	2	50%	1		1	1	1	1		0%	100%
M Paramedic Technician	3	3	100%				3	2	1		67%	33%
M Prosthetic Technician	2	2	100%	2		2					NA	NA
M Radiologic Technician	59	54	92%	2		2	52	49	2	1	94%	4%
M Respiratory Therapy	11	10	91%				10	10			100%	0%

* CODE is Degree Category: B - Business, C - Communication, M - Health, N - Natural Resources, P - Public Service, I - Technical, U - Aviation

APPENDIX D

Table 2 - Continued

Occupation Program Placement, 1992-93 Graduates: Program Summary

CODE* Program	Number of Graduates	Response	Response Rate	INELIGIBLE FOR PLACEMENT			Eligible For Placement	Number Related Placement	Other Placement	Unemployed/Not in School	Placement Related	Rates Other
				Cont Educ.	Other	Total						
Associate Degrees												
N Agriculture Business	1	1	100%	1	1	1	9	6	2	1	NA	NA
N Forestry	11	11	100%	1	1	12	21	8	11	2	67%	22%
N Natural Resources Technician	35	33	94%	12	12	12	15	9	3	3	38%	52%
N Water and Wastewater Technology	17	15	88%	27	6	33	263	103	134	26	60%	20%
P Law Enforcement	425	296	70%	13	8	21	121	70	40	11	39%	51%
P Legal Assistant	184	142	77%	3	3	3	6	2	4	4	58%	33%
P Parks and Recreation Management	9	9	100%	3	3	3	6	2	4	2	33%	67%
T Building Inspection	11	9	82%				9	6	2	2	56%	22%
T Civil Engineering Technology	4	4	100%				4	4	2	2	100%	0%
T Computer Programming	12	10	83%	1	1	1	10	8	2	2	80%	20%
T Data Processing	4	4	100%				3	2	1	1	67%	33%
T Drafting and Design Technology	11	8	73%	2	1	3	5	3	1	1	60%	20%
T Electronics Engineering Technology	14	12	86%	4	4	4	8	2	6	1	25%	75%
T Information Processing	22	18	82%				18	12	5	1	67%	28%
T Interior Design & Home Furnishing	4	4	100%				4	2	2	2	50%	50%
T Mechanical Design Technology	4	4	100%				4	2	2	2	67%	33%
T Air Traffic Control	10	9	90%	1	1	1	9	6	3	3	0%	100%
U Business Aviation	2	2	100%				3	2	1	1	67%	33%
U Professional Pilot	5	4	80%	1	1	1	10	3	7	7	30%	70%
U Total Associate Degrees	13	10	77%	164	55	219	1792	1261	425	106	70%	24%
Certificates												
B Accounting Technician	18	16	89%	4	4	4	12	7	4	1	58%	33%
B Business Management	2	1	50%				1	1	1	1	0%	100%
B Clerical	4	4	100%	1	1	2	2	1	1	1	50%	50%
B Executive Secretarial	1	0	0%								NA	NA
B Legal Secretary	12	10	83%	2	2	2	8	6	1	2	63%	13%
B Medical Receptionist	2	2	100%				2	1	1	1	50%	0%
B Medical Secretary	10	10	100%				9	6	3	1	67%	33%
B Secretarial	30	25	83%	4	2	6	19	7	11	3	37%	58%
B Chemical Dependency	34	21	62%	5	6	6	16	9	4	4	56%	25%
M Dental Assistant	23	19	83%	2	2	4	15	13	2	2	87%	13%
M Human Services	13	10	77%	4	4	4	6	4	1	1	67%	17%
M Medical Assistant	9	9	100%	1	1	1	8	4	3	1	50%	38%
M Practical Nursing	57	48	84%	16	16	16	32	22	4	6	69%	13%
T Building Inspection	20	16	80%				16	8	4	4	50%	25%
T Information Processing	2	2	100%				2	1	1	1	50%	0%
T Total Certificates	237	193	81%	39	6	45	148	89	39	20	60%	26%

* CODE is Degree Category: B - Business, C - Communication, M - Health, N - Natural Resources, P - Public Service, T - Technical, U - Aviation



APPENDIX D

Table 3

Occupation Program Placement, 1992-93 Graduates: Program Category Summary

CODE* Program	Number of Graduates	Response	Response Rate	INELEGIBLE FOR PLACEMENT			Eligible For Placement	Number Related Placement	Other Placement	Unemployed/ Not in School	Placement Related	Rates Other
				Cont Educ.	Other	Total						
Associate Degrees												
B Business	434	361	83%	45	6	51	310	191	108	11	62%	35%
C Communications	22	16	73%	1	2	3	13	5	5	3	38%	38%
M Health	1252	1033	83%	52	31	83	950	818	67	45	86%	9%
N Natural Resources	64	60	94%	14	1	15	45	23	16	6	51%	36%
P Public Service	618	447	72%	43	14	57	390	175	178	37	45%	46%
T Technical	92	78	85%	7	1	8	70	44	22	4	63%	31%
U Aviation	20	16	80%	2	0	2	14	5	9	0	36%	64%
Total Associate Degrees	2502	2011	80%	164	55	219	1792	1261	425	106	70%	24%
Certificates												
B Business	79	68	86%	11	4	15	53	27	21	5	51%	40%
M Health	136	107	79%	28	2	30	77	53	14	10	69%	18%
T Technical	22	18	82%	0	0	0	18	9	4	5	50%	22%
Total Certificates	237	193	81%	39	6	45	148	89	39	20	60%	26%

* CODE is Degree Category B - Business, C - Communication, M - Health, N - Natural Resources, P - Public Service, T - Technical, U - Aviation

TRANSFER ACTIVITY AND EMPLOYMENT OF 1992-93 AA GRADUATES AT MINNESOTA COMMUNITY COLLEGES

STUDENT OUTCOMES STUDY REPORT #2

July 1994

Summary and Conclusions

This report provides the results of placement studies on Associate in Arts (AA) graduates for 1992-93. All twenty-one Minnesota Community Colleges participated in the studies. The use of mailed surveys and phone follow-up, where graduates did not respond to the mailed survey, resulted in an 80% response rate. This response rate lends credibility to the results found in the study.

Sixty-four percent of the AA graduates transferred to a four-year college during Fall 1993. An additional eight percent continued their education at a two-year college. Twenty-four percent of the graduates reported employment. Only four percent reported neither employment nor enrollment.

Over half of the transferring AA graduates transferred to one of the seven Minnesota State Universities. That percentage was higher than the percentage of four-year transfers choosing the State Universities in the study of "Leavers" from the colleges. Twenty-two percent of the graduates transferred to the University of Minnesota and another twelve percent transferred to the Private Colleges in Minnesota. The final twelve percent transferred to four-year colleges outside Minnesota.

Introduction

This report is an accumulation of placement studies of Associate in Arts graduates from the twenty-one Minnesota Community Colleges. The survey used (Appendix A) covered the current educational and occupational status of the graduates. This report focuses primarily on educational status as the Associate in Arts (AA) degree is designed primarily for transfer to a four-year college.

Method and Response Rates

The surveys were first mailed to the graduates with a cover letter (Appendix B) from the appropriate College President. Non-respondents received, approximately three weeks later, a second mailing with a "Cartoon" reminder (Appendix C) and a second copy of the survey. Efforts were then made to contact non-respondents by phone. All AA graduates were surveyed.

Figure 1, at right, shows the total response rate for all 21 colleges combined. In addition, the response rate for the eight large colleges located in the Twin Cities Metro area and Rochester is shown. Finally, the response rate for the thirteen smaller colleges outside of the Metro Area is shown. Detailed information for the individual colleges is presented in Table 1 in Appendix D. The total response rate was 80%. The response rate was higher for the small colleges (82%) than for the large colleges (78%).

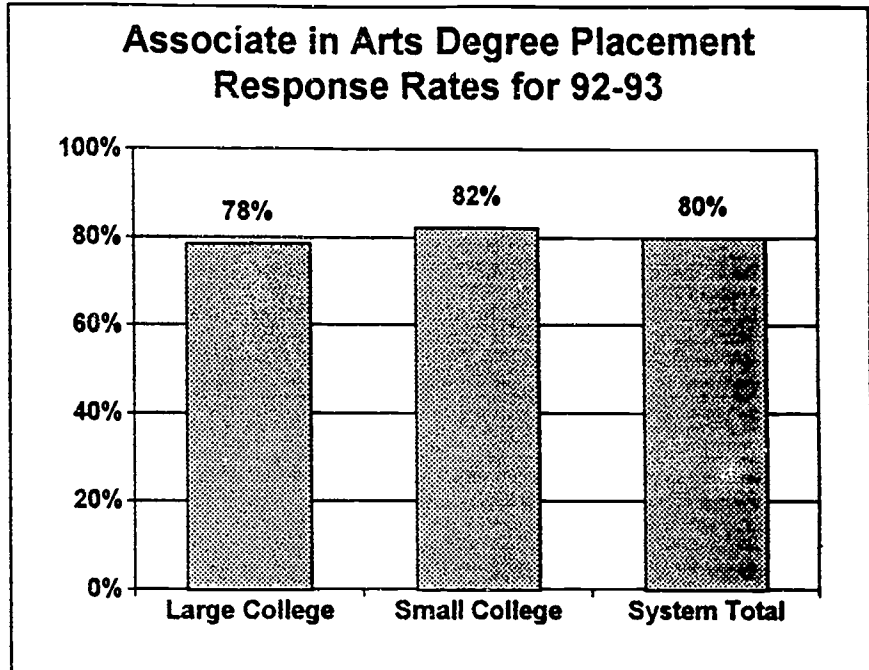


Figure 1

Current Status

Figure 2, at right, shows the current status of the graduates in Fall 1992. Details are given in Table 1 in Appendix D. Sixty-four percent of all respondents were currently enrolled in a four-year college. A higher percent of the small college graduates transferred to a four-year college (66% vs. 63%). An additional eight percent of the AA graduates were continuing their education at two-year colleges with little difference found between the large and small colleges.

About one quarter of the AA graduates (24%) were employed but not continuing their education. Graduates of the large colleges were

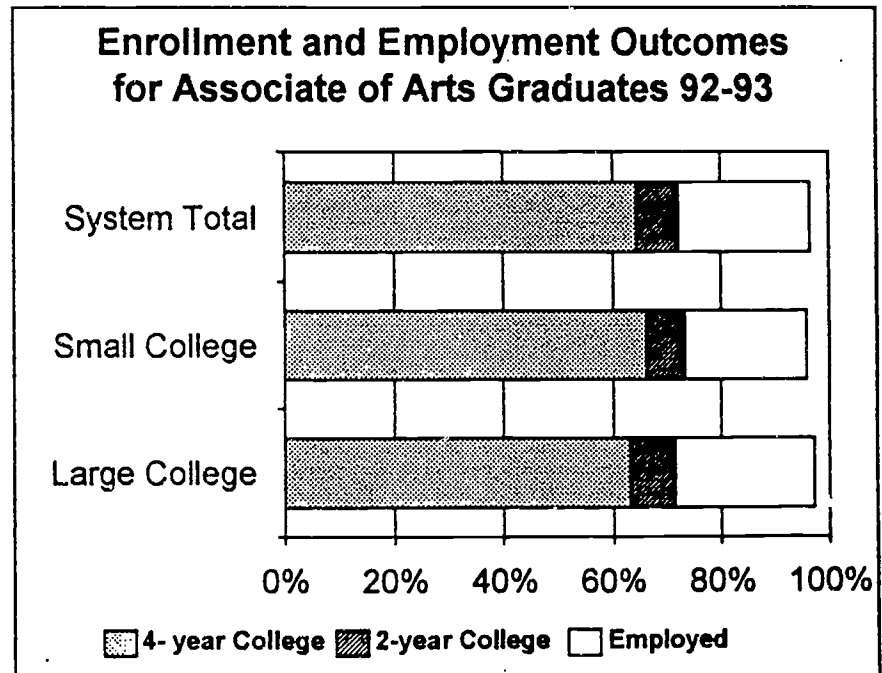


Figure 2

slightly more likely to be employed but not continuing their education (25%) than graduates of the small colleges (22%).

Only four percent were unemployed and not continuing their education. Graduates of the small colleges were more likely to be unemployed and not attending college (6%) than graduates of the large colleges (3%).

Four-Year College Transfer Destinations

Figure 3, at right, shows the types of four-year institutions graduates chose to attend. In addition, data are included from the "Leavers" study of students who enrolled in Spring 1993 but did not return for Fall 1993 (see Student Outcomes Study Report #3). Detailed information supporting this figure is in Tables 2A-2C in Appendix D.

Over half (54%) of the AA graduates transferring to a four-year college transferred to one of the seven institutions in the Minnesota State University System. Over one-fifth of the transferring graduates transferred to the University of Minnesota, and one in eight transferred to Minnesota's Private Colleges. Twelve percent transferred to four-year colleges outside Minnesota.

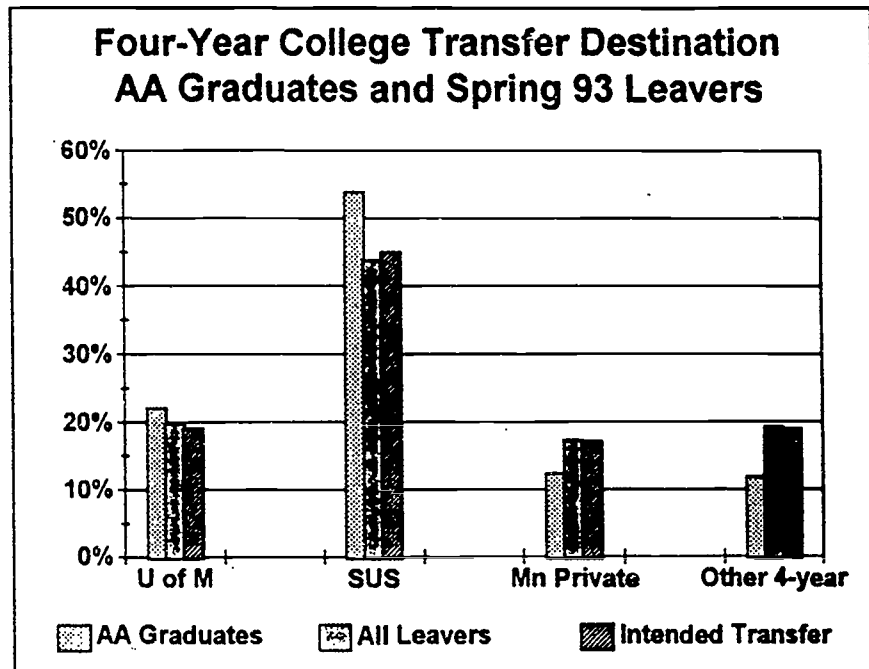


Figure 3

Figure 3 also includes data on "Leavers." "Leavers" are students enrolled Spring

1993 who did not return Fall 1993 (See Student Outcomes Study Report #3). The figure shows the percentage of "Leavers" transferring to each of the four types of colleges. Comparable data for the subgroup "Leavers" intending to transfer are also shown. It might be thought the intended transfer "Leavers" would be more similar to the Associate in Arts graduates than the total group, as the AA degree is the standard transfer degree. That hypothesis was not supported, as the percentages for the intended transfer "Leavers" were closer to the total "Leavers" group than to the AA Graduates.

Transferring "Leavers" were considerably less likely to transfer to the State University System. Only 44% of the "Leavers" transferred to the State University System. The University of Minnesota attracted 20% of the "Leavers", compared to 22% of the AA graduates. Minnesota's Private Colleges had a higher percentage of "Leavers" than AA graduates (17% vs. 12%). The percentage of "Leavers" transferring out of state (19%) was considerably higher than for AA graduates (12%).

APPENDIX A
NORTH HENNEPIN COMMUNITY COLLEGE PLACEMENT SURVEY

1. IF YOU ARE ATTENDING ANOTHER COLLEGE

- a. What is the name of your school? _____
- b. Have you been admitted to a degree, diploma, or certificate program at that school?
 1. Yes 2. No
- c. What is your major? _____
- d. How many credits are you currently taking? _____ credits

2. IF YOU HAVE BEEN EMPLOYED SINCE GRADUATING FROM NORTH HENNEPIN, IF YOU HAVE HAD MORE THAN ONE JOB SINCE GRADUATION, PLEASE ANSWER ABOUT THE MOST RECENT ONE

- a. What is the name of your employer (company)? _____
- b. What is your job title? _____
- c. In what city is your employer located? _____
- d. How many hours a week do you work? _____ weekly work hours
- e. How long have you worked for this employer since graduating from North Hennepin?
 1. Less than one month 2. One month or more
- f. What is your salary in this job, in ~~either~~ dollars per hour, week, month, or year?
_____ \$ per hour _____ \$ per week _____ \$ per month _____ \$ per year
- g. Is this job related to the education you received at North Hennepin?
 1. Strongly Related 3. Slightly Related
 2. Related 4. Not Related
- h. When did you begin this job?
 1. Before attending NHCC 3. After graduating from NHCC
 2. While attending NHCC
- i. If you have been employed and pursued additional education, which is more important to you (CHECK ONLY ONE RESPONSE)
 1. Employment 2. Education

3. IF YOU ARE NOT CURRENTLY EMPLOYED, PLEASE INDICATE WHY

1. Unemployed, but seeking a job 2. Not seeking employment (for whatever reason)

4. WHO IS RESPONDING TO THIS SURVEY?

1. The graduate 2. Relative or other individual who knows the graduate well
(Please indicate name below)

Name _____

THAT'S IT! THANKS VERY MUCH FOR YOUR COOPERATION AND HELP.

(Office use only: _____ / _____ / _____ / _____)

APPENDIX B

Dear North Hennepin Graduate --

Congratulations on your graduation from North Hennepin Community College! We hope we were able to serve you well while you were at the College, and we wish you the best in your future.

Would you please take a few minutes to respond to the enclosed Placement Survey? We send the survey to all our previous year's graduates in order to learn what they are doing in their careers and education. We then summarize that information and use it to tell our current students what the job market is like and what our graduates are doing and have achieved.

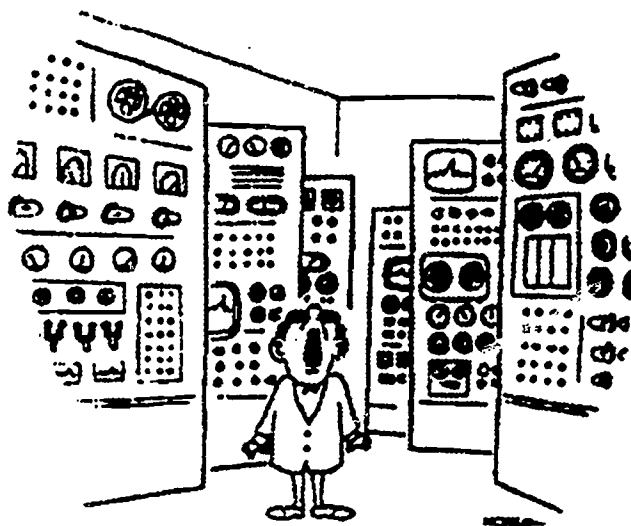
The information you give us is vital to that task, and we appreciate your participation. The questionnaire will take only a few minutes to complete, and your responses will be kept anonymous and confidential.

Please mail us your completed Placement Survey in the enclosed postage-paid return envelope within 10 days. Thank you very much for your help and cooperation.

Yours truly,

Frederick W. Capshaw, Ph.D
President

APPENDIX C



Help!!

The computer can't do it all. We need your response to the enclosed survey. We are sending you another survey because we are very anxious to hear from you.

APPENDIX D

Table 1
Outcomes for Associate in Arts Graduates 1992-93

	Total AA Graduates	Respondents		Four-Year College		Two-Year College		Employed, not in School		Neither Enrolled Nor Employed	
	#	#	%	#	%	#	%	#	%	#	%
Anoka-Ramsey	306	263	86%	170	65%	24	9%	60	23%	9	3%
Cambridge	82	70	85%	43	61%	4	6%	20	29%	3	4%
Inver Hills	212	76	36%	51	67%	8	11%	17	22%	0	0%
Lakewood	315	267	85%	154	58%	24	9%	84	31%	5	2%
Minneapolis	231	145	63%	95	66%	9	6%	40	28%	1	1%
Normandale	582	507	87%	314	62%	49	10%	127	25%	17	3%
North Hennepin	419	334	80%	221	66%	18	5%	82	25%	13	4%
Rochester	285	247	87%	156	63%	22	9%	56	23%	13	5%
Large College Total	2432	1909	78%	1204	63%	158	8%	486	25%	61	3%
Hibbing	108	95	88%	55	58%	14	15%	20	21%	6	6%
Duluth	41	23	56%	14	61%	3	13%	3	13%	3	13%
Itasca	115	113	98%	78	69%	7	6%	21	19%	7	6%
Mesabi	145	123	85%	90	73%	13	11%	12	10%	8	7%
Fond Du Lac	57	38	67%	17	45%	2	5%	13	34%	6	16%
Rainy River	93	84	90%	66	79%	3	4%	11	13%	4	5%
Vermilion	56	50	89%	28	56%	6	12%	11	22%	5	10%
Brainerd	229	130	57%	80	62%	8	6%	37	28%	5	4%
Fergus Falls	149	142	95%	100	70%	9	6%	31	22%	2	1%
Northland	93	73	78%	48	66%	5	7%	16	22%	4	5%
Austin	140	113	81%	71	63%	8	7%	31	27%	3	3%
Willmar	258	232	90%	153	66%	12	5%	63	27%	4	2%
Worthington	100	84	84%	59	70%	4	5%	20	24%	1	1%
Small College Total	1584	1300	82%	859	66%	94	7%	289	22%	58	4%
System Total	4016	3209	80%	2063	64%	252	8%	775	24%	119	4%

APPENDIX D

Table 2 A
1993 AA Graduates

	U of Minnesota		MN SUS		MN Private		Other 4-year		4-year Total
	#	%	#	%	#	%	#	%	
Anoka-Ramsey	42	25%	95	56%	18	11%	15	9%	170
Cambridge	6	14%	31	72%	3	7%	3	7%	43
Inver Hills	16	31%	16	31%	9	18%	10	20%	51
Lakewood	54	35%	36	23%	32	21%	32	21%	154
Mirineapolis	43	45%	25	26%	20	21%	7	7%	95
Normandale	91	29%	129	41%	69	22%	25	8%	314
North Hennepin	66	30%	111	50%	37	17%	7	3%	221
Rochester	10	6%	125	80%	5	3%	16	10%	156
Large College Total	328	27%	568	47%	193	16%	115	10%	1204
Hibbing	14	25%	29	53%	6	11%	6	11%	55
Duluth	9	64%	0	0%	1	7%	4	29%	14
Itasca	12	15%	50	64%	10	13%	6	8%	78
Mesabi	30	33%	34	38%	13	14%	13	14%	90
Fond Du Lac	9	53%	0	0%	2	12%	6	35%	17
Rainy River	12	18%	40	61%	3	5%	11	17%	66
Vermilion	2	7%	19	68%	1	4%	6	21%	28
Brainerd	17	21%	55	69%	6	8%	2	3%	80
Fergus Falls	5	5%	79	79%	6	6%	10	10%	100
Northland	3	6%	30	63%	0	0%	15	31%	48
Austin	6	8%	56	79%	3	4%	6	8%	71
Willmar	7	5%	123	80%	7	5%	16	10%	153
Worthington	2	3%	28	47%	2	3%	27	46%	59
Small College Total	128	15%	543	63%	60	7%	128	15%	859
Total	456	22%	1111	54%	253	12%	243	12%	2063

APPENDIX D

**Table 2 B
All Spring 93 Leavers**

College	U of Minnesota		MN SUS		MN Private		Other 4-year		4-year Total
	#	%		%		%		%	
Anoka-Ramsey	11	17%	33	50%	12	18%	10	15%	66
Cambridge	25	28%	13	15%	31	35%	19	22%	88
Inver Hills	8	32%	6	24%	6	24%	5	20%	25
Lakewood	15	23%	19	30%	20	31%	10	16%	64
Minneapolis	16	47%	6	18%	11	32%	1	3%	34
Normandale	28	28%	29	29%	23	23%	19	19%	99
North Hennepin	24	34%	31	44%	7	10%	8	11%	70
Rochester	9	18%	25	51%	4	8%	11	22%	49
Large College Total	136	27%	162	33%	114	23%	83	17%	495
Hibbing	24	32%	29	39%	7	9%	14	19%	74
Duluth	9	43%	0	0%	5	24%	7	33%	21
Itasca	11	16%	32	46%	18	26%	9	13%	70
Mesabi	27	26%	44	42%	16	15%	17	16%	104
Fond Du Lac	7	41%	2	12%	3	18%	5	29%	17
Rainy River	10	15%	38	56%	7	10%	13	19%	68
Vermilion	6	11%	31	57%	10	19%	7	13%	54
Brainerd	10	16%	36	59%	8	13%	7	11%	61
Fergus Falls	16	11%	57	41%	35	25%	32	23%	140
Northland	4	6%	32	47%	6	9%	26	38%	60
Austin	14	18%	50	64%	3	4%	11	14%	78
Willmar	9	7%	97	75%	11	9%	12	9%	129
Worthington	3	4%	26	35%	8	11%	37	50%	74
Small College Total	150	16%	474	49%	137	14%	197	21%	958
Total	286	20%	636	44%	251	17%	280	19%	1453

APPENDIX D

Table 2 C
Spring 93 Leavers Intending to Transfer

College	U of Minnesota		MN SUS	MN Private	Other 4-year	4-year Total
	#	%	%	%	%	
Anoka-Ramsey	10	21%	23	8	6	47
Cambridge	13	24%	10	18	13	54
Inver Hills	7	37%	2	6	4	19
Lakewood	11	24%	15	13	6	45
Minneapolis	14	52%	3	9	1	27
Normandale	17	24%	22	16	17	72
North Hennepin	19	35%	25	5	5	54
Rochester	6	20%	17	1	6	30
Large College Total	97	28%	117	76	58	348
Hibbing	11	39%	9	2	6	28
Duluth	5	42%	0	3	4	12
Itasca	7	14%	20	16	8	51
Mesabi	16	23%	32	12	10	70
Fond Du Lac	3	27%	2	2	4	11
Rainy River	10	17%	34	5	10	59
Vermilion	5	14%	21	6	4	36
Brainerd	9	20%	26	3	6	44
Fergus Falls	7	8%	42	21	19	89
Northland	3	6%	23	6	20	52
Austin	9	16%	37	3	7	56
Willmar	6	7%	69	10	6	91
Worthington	2	4%	18	6	27	53
Small College Total	93	14%	333	95	131	652
Total	190	19%	450	171	189	1000

TRANSFER ACTIVITY, GOALS, BACKGROUND, AND COLLEGE EVALUATIONS
OF SPRING 1993 "LEAVERS" ENROLLED SPRING 1993 BUT NOT FALL 1993
AT MINNESOTA'S COMMUNITY COLLEGES

STUDENT OUTCOMES STUDY REPORT #3
July, 1994

Summary and Conclusions

This report provides the results of a study of students enrolled at the twenty-one Minnesota Community Colleges Spring 1993 who did not return for Fall 1993. The study surveyed students from that group who had earned six or more credits before enrolling for Spring 1993. The study followed the methodology used by the National Effective Transfer Consortium¹ in a study done in 1989.

The use of mailed surveys and phone follow-up, with students who did not respond to the mailed survey, resulted in a 65% response rate. This response rate lends some credibility to the results found in the study.

The most frequently cited reason for attending the colleges was job preparation (58%). The second most cited reason for attending was preparing to transfer to a four-year college (49%). The third most cited reason for attending was learning about subjects that interested the students (39%).

Almost three-fourths of the respondents reported employment and over half reported enrollment in post-secondary education. Thirty-two percent of the respondents reported both college enrollment and work.

Thirty-nine percent of the students transferred to a four-year college, including 37% enrolled at the time of the survey and an additional two percent admitted to a four-year school. For the respondents choosing transfer as an important goal, the transfer rate was 57% (54% enrolled and an additional three percent admitted). The total transfer rate was well over 50% higher for those who indicated transfer as a goal.

Half the employed respondents were in administrative or service jobs, with an additional 13% in marketing/sales occupations. Eighty percent of those employed worked 20 or more hours per week, with almost half working 40 or more hours per week.

Finally, respondents ratings of the quality of instruction were very positive with 86% rating it as good or excellent. Class size was rated good or excellent by 84% of the respondents. Classroom facilities received good or excellent ratings from 74% of the respondents. Variety of courses offered received good or excellent ratings from 70% of the respondents. Counseling received the lowest ratings, with 64% rating counseling as good or excellent.

Introduction

This report deals with a study of students who enrolled during Spring quarter 1993 and did not enroll for Fall 1993 for the twenty-one Minnesota Community Colleges. The study focused on transfer to four-year colleges for those students. It was modeled on a study done by the National Effective Transfer Consortium (NETC)² in 1989 that involved 25 colleges throughout

the nation. That design was used because it reflected national thinking on transfer and would also provide comparable results.

The current study included only students who had earned at least six credits before their enrollment for Spring 1993. That decision parallels the NETC study and reflects the idea that students with fewer than six credits prior to Spring quarter would be unlikely candidates for transfer. A random sample of 300 students was selected from each of the sixteen colleges with more than 300 students who qualified as "Leavers." All "Leavers" were surveyed in the five colleges with less than 300 "Leavers." The survey covered the following issues:

- A. Academic background, in terms of previous college experience and having a bachelors degree.
- B. Reasons for attendance - transfer, career related, skill improvement, academic, or parental wants.
- C. Plans for future enrollment.
- D. Current educational and employment status.
- E. Evaluation of five aspects of the college.

This report will first review the methodology used and the response rate obtained. Then, the responses to the survey questions will be reviewed.

Method and Response Rates

The colleges were asked to mail the initial survey (see Appendix A) with a letter from the college president (Appendix B). Non-respondents after three weeks were to receive a second copy of the survey with a follow-up cartoon (Appendix C). The colleges were then asked to do phone follow-up on non-respondents to the second mailing. The actual follow-up procedures used varied from college to college. Once collected, the colleges entered the data into a dBase IV file and sent the data files to the System Office for report generation.

Three hundred students were sampled from each of the sixteen of the colleges with more than 300 "Leavers", while all "Leavers" were surveyed for the five colleges with fewer than 300 "Leavers." That sampling approach ensured sufficient response from each college to do subgroup analyses. As a result, some colleges were more extensively sampled than others. Consequently, the total "Large College", "Small College" and "System" percentage responses are provided based on the actual responses and an "adjusted" total percentage is provided that reflects the number of "Leavers" at the colleges.

This report focuses on the overall system results and comparisons between the large and small colleges. Detailed information by college is shown in Appendix D.

Figure 1A, at right, shows the split between those who were and were not eligible for the study for those enrolled Spring 1993. Fifty-two percent of the students enrolled were eligible. Figure 1A also shows 47% of eligible students did not return Fall 1993 and thus qualified as "Leavers" for purposes of the study. Table 1 in Appendix D shows detailed numbers and percentages. Throughout the report, detailed information supporting the figures in the report is presented in Appendix D.

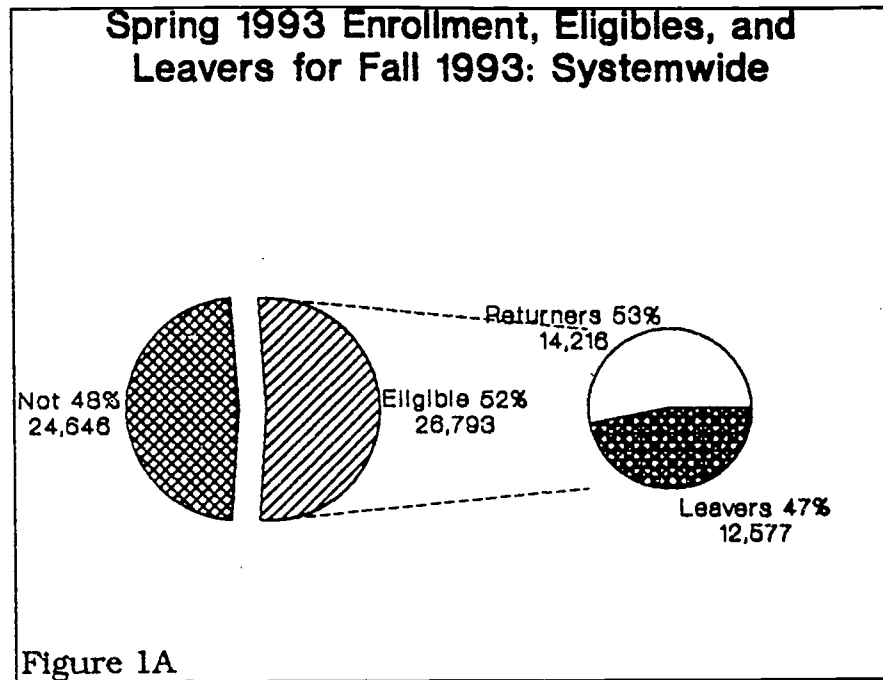


Figure 1B, at right, shows the percentage of students eligible for the study, the percent of actual "Leavers" and the percentage of "Leavers" sampled for the large colleges, small colleges, and system total. The small colleges had a higher percentage of their students eligible for the study (58% vs. 50%) and who were actual "Leavers" (52% vs. 45%). The major difference is that 83% of the small college "Leavers" were sampled, compared to 28% for the large colleges. Adjustments for sampling will make the system results closer to the large college results due to the extensive sampling of the small college "Leavers."

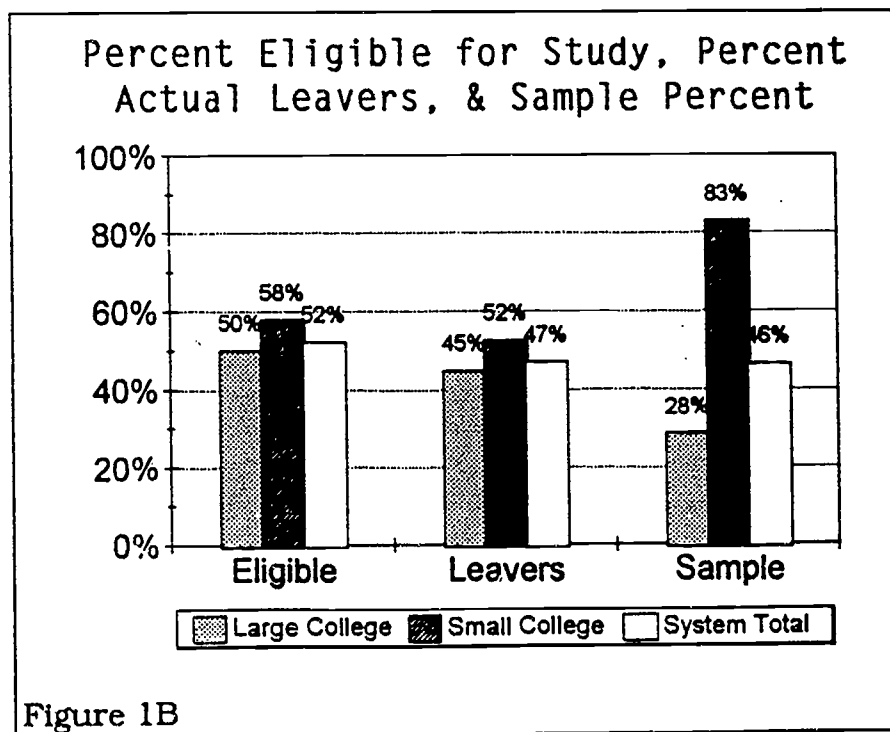


Figure 2, at right, shows response rates for the large colleges, small colleges and the system total. The overall response rate for the system was 65% with the response rates for the small colleges (69%) being considerably higher than those for the large colleges (59%).

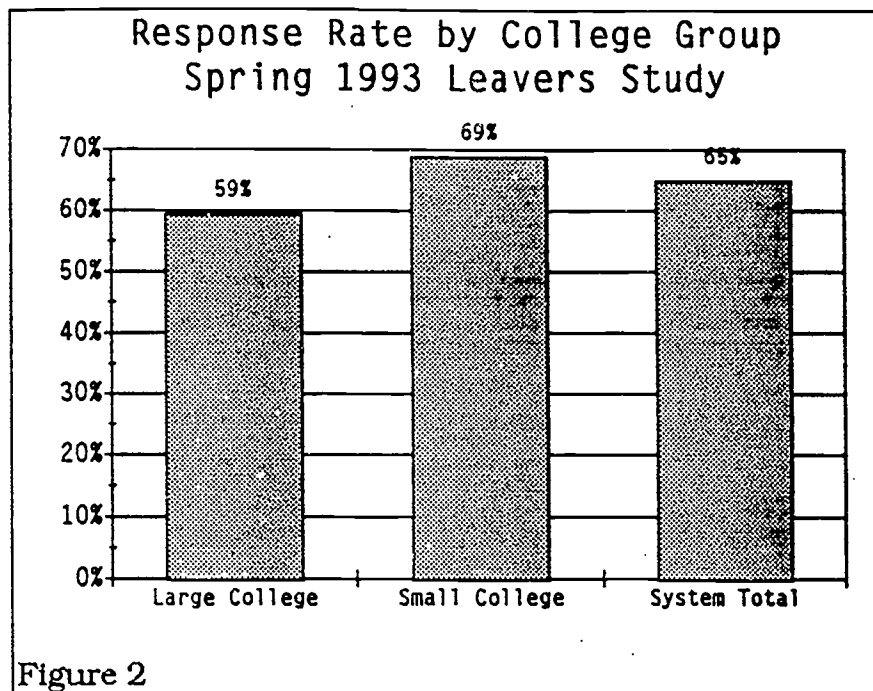


Figure 2

Students' Academic Background

Figure 3, at right, shows 21% of the students had prior college experience and four percent had a bachelor's degree before their enrollment at the colleges. The percentages were essentially identical for the large and small colleges. Students with a previous bachelor's degree were excluded from the remaining analyses as a major focus of the study was on transfer to a four-year college. The analyses included the other students with previous college experience.

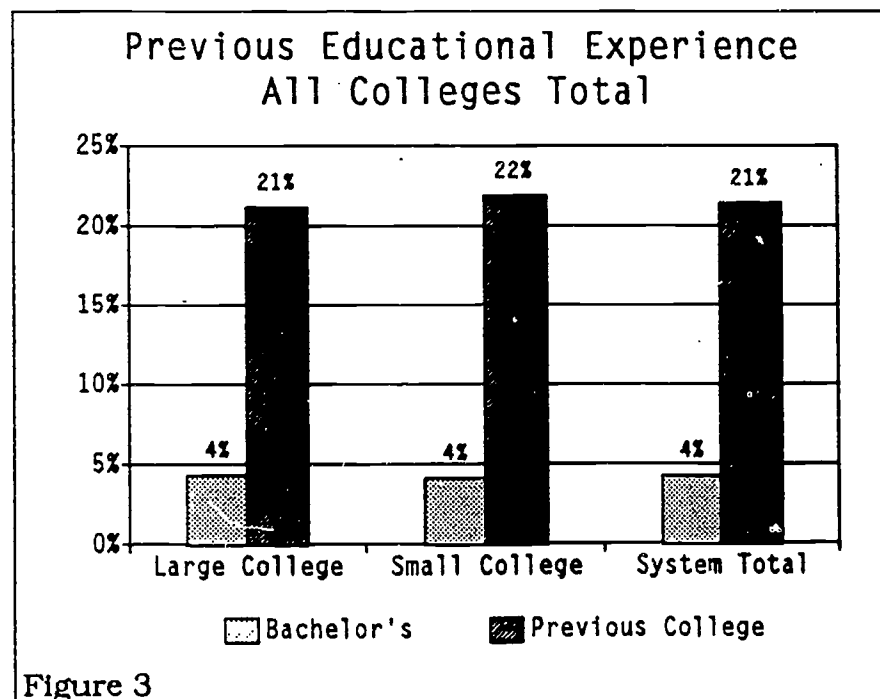


Figure 3

Student Goals

Figure 4, at right, shows the students' reasons for attending. The most common goal was enabling the students to get a job or a better job (58%). Almost as many (49%) indicated transfer to a four-year college was important. The other goal checked by many of the students was learning more about a subject of interest (39%). Only 18% checked improving skills for a current job, and 11% checked meeting parents wants as important. Small college "Leavers" were somewhat more likely to be interested in job training and less interested in transfer.

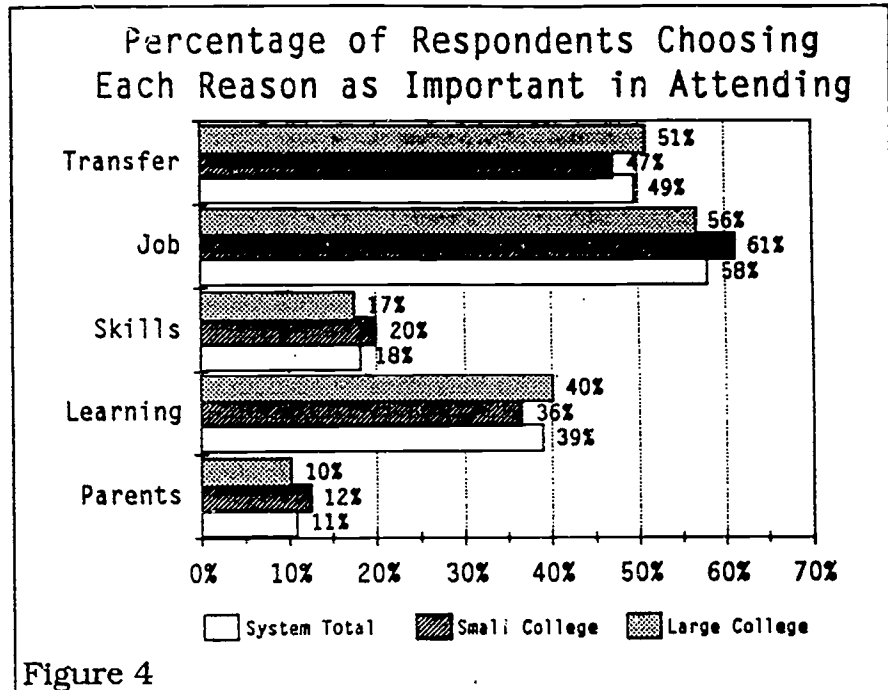


Figure 4

Future Enrollment Plans

Figure 5, at right, shows future enrollment plans. Twenty-nine percent of the respondents planned to enroll in the future, while one-third said maybe and 37% said no. The "Leavers" were more likely to plan to enroll in the future than quarter-time one quarter students (see Student Outcomes Study #4). The small college "Leavers" were substantially less likely to plan on future enrollment (19% yes and 50% no) than the large college "Leavers" (35% yes and 30% no).

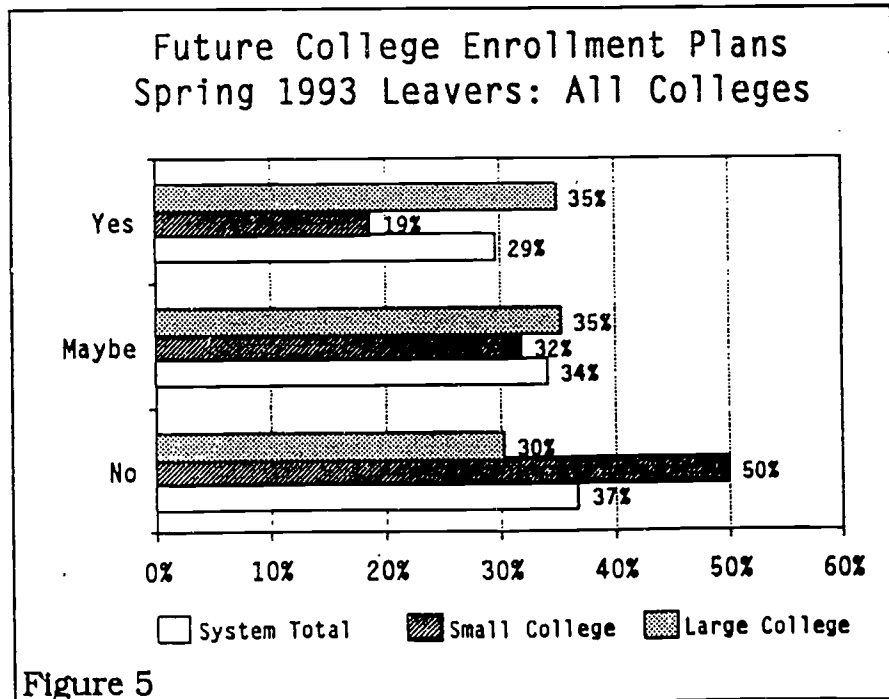
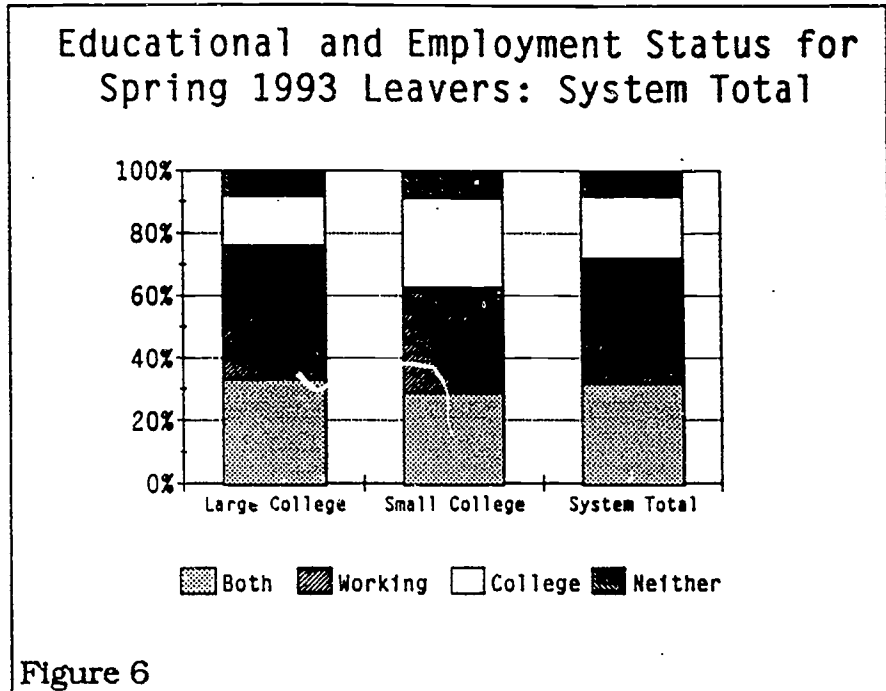


Figure 5

Current Educational and Employment Status

Figure 6, at right, shows the educational and employment status for the "Leavers" during Fall 1993. Thirty-two percent reported both college enrollment and work. Another 19% reported college enrollment but no work. Total enrollment in post-secondary education was 51%. Forty-one percent reported work only. Almost three-fourths (73%) were employed. Only eight percent reported neither work nor college enrollment. Large college "Leavers" were more likely to report work, and less likely to report education only.

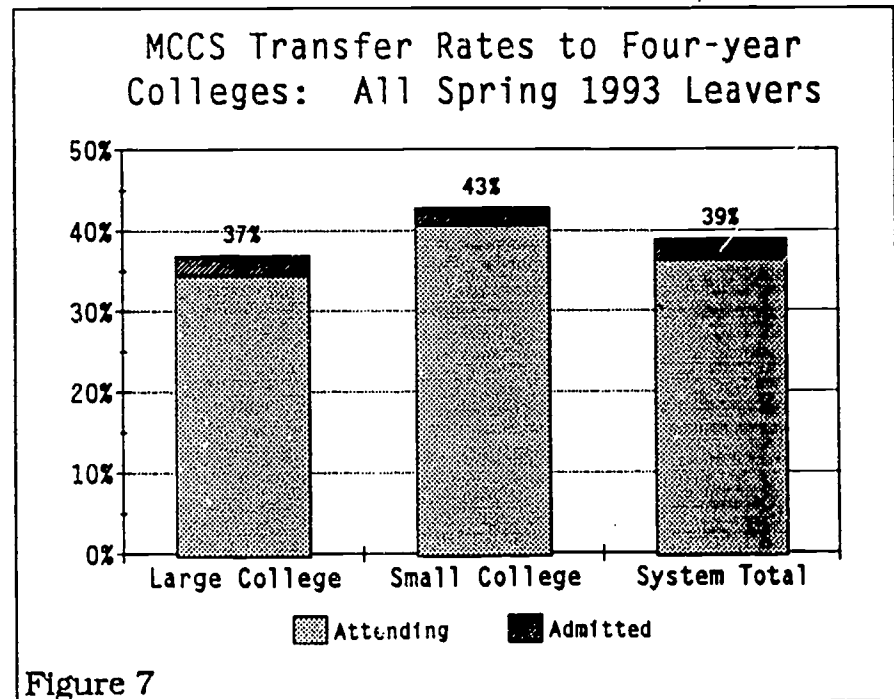


Transfer to Four-Year College

All Respondents

Figure 7, at right, shows the percentage of respondents enrolled or admitted to four-year colleges at the time of the survey. Thirty-seven percent of the respondents were enrolled in a four-year college and an additional two percent reported admission to a four-year college. Together, 39% of the "Leavers" enrolled in or reported admission to a four-year college.

The small colleges had a higher transfer rate (43%)



than the large colleges (37%). This may relate to the NETC study³ finding of a strong positive relationship between transfer rates and percentage of full-time enrollment at the colleges they studied. The percentage of full-time enrollment at the large colleges was 37% compared to 50% full-time enrollment at the small colleges. The NETC study would predict a transfer rate between 26% and 36% with a point prediction of 31% for the large colleges. The 37% rate found is at the high end of the expected rate, six percent above the point prediction. The NETC study would predict a transfer rate between 30% and 48% with a point prediction of 39% for the small colleges. The 43% transfer rate found is four percent above the point prediction, but within the range of expected results.

Transfer for Respondents Rating Transfer Important

Figure 8, at right, shows comparable percentages for those respondents who said transfer was an important reason for enrolling. Fifty-four percent of those rating transfer important reported enrollment in a four-year college. The additional three percent who reported admittance produced a total transfer rate of 57%. Students with goals of transferring to a four year college were clearly more likely to transfer than those who did not have such a goal. Again, the small colleges had a substantially higher transfer rate (63%) than the large colleges (54%)

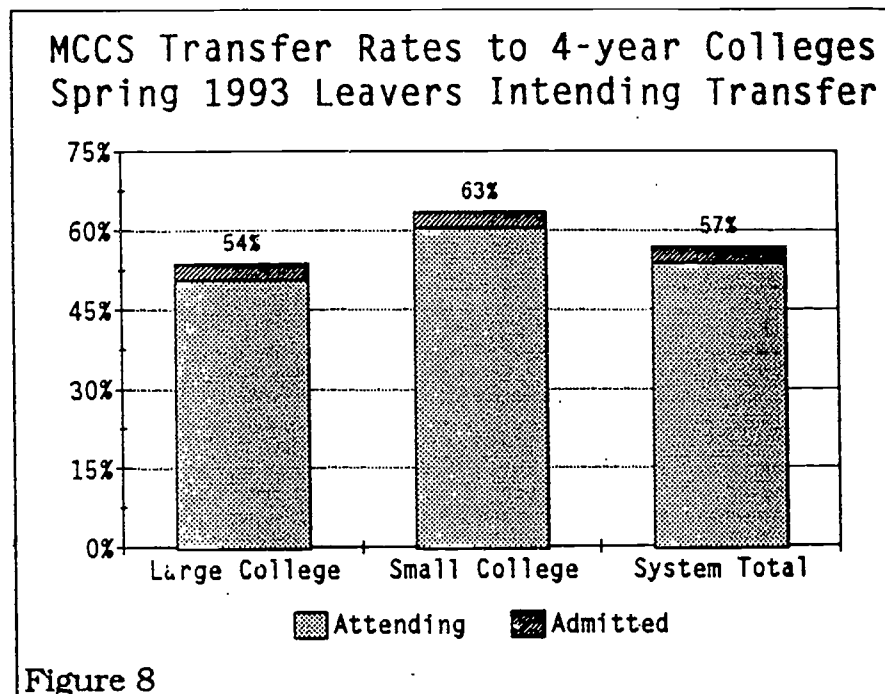


Figure 8

Transfer Effectiveness

The NETC study proposed a measure of transfer effectiveness⁴ that considers transfer for both those intending to transfer and those not intending to transfer. Their measure suggests measuring transfer effectiveness as the total number of students transferring divided by the total number intending to transfer. Their procedure involves grouping students into four categories as shown in Table 1.

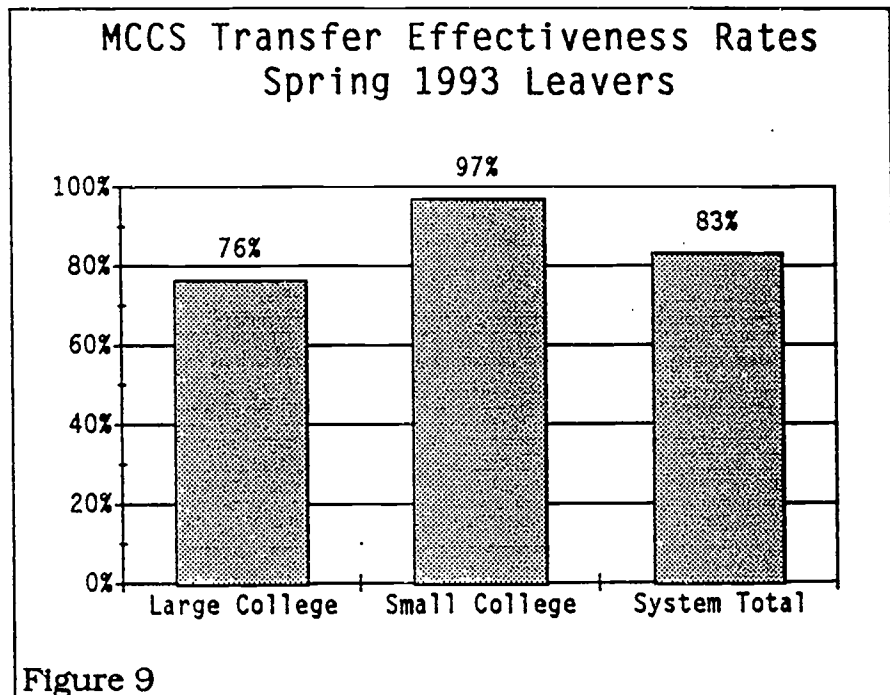
Table 1
Transfer Goals and Transfer Effectiveness Among "Leavers"

"Leavers" Who	Transferred	Did Not Transfer
	Considered Transfer Important	Type I
Considered Transfer Not Important	Type III	Type IV

$$\text{Transfer Effectiveness} = \frac{\# \text{ Type I students} + \# \text{ Type III Students}}{\# \text{ Type I students} + \# \text{ Type II Students}}$$

The formula is a ratio of the number actually transferring to the number considering transfer important.

Figure 9, at right, shows the transfer effectiveness rates. The overall rate was 83% with small colleges having a considerably higher transfer effectiveness rate (97%) than the large colleges (76%). In the NETC study the rates ranged from 35% to 126% with an average of 66%. The system, large college, and small college rates were all above the NETC average.



Four-Year Transfer Destinations

Figure 10, at right, shows the four-year destinations for "Leavers" transferring to Minnesota colleges. Data is shown for all of the University of Minnesota and State University System colleges and all of the private schools receiving fifteen or more students. St. Cloud State accounted for 16% of the transfers in Minnesota. The University Twin Cities campus and Bemidji State each received 14%. Markato State received 10% of the Minnesota transfers and UMD nine percent. Among the private colleges, St. Thomas, St. Scholastica, and Concordia each received three percent of the four-year transfers within Minnesota.

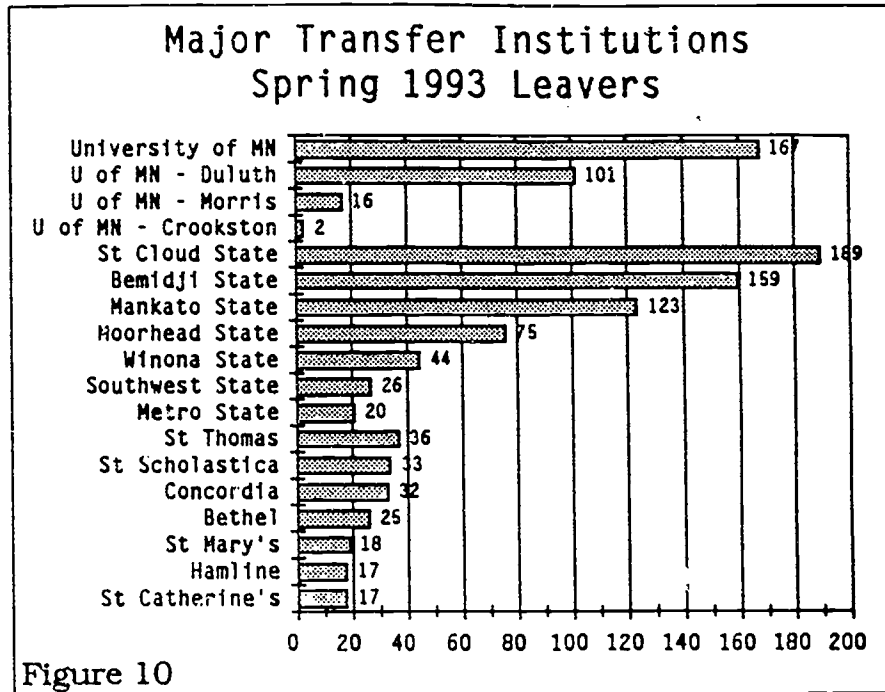


Figure 10

Credit Enrollment Level

Figure 11, at right, shows the credit enrollment level for those enrolled in any post-secondary institution. Over four-fifths of the enrolled respondents reported a full-time load (12 or more credits). The remaining respondents were almost evenly split between half-time (6-11 credits, 12%) and quarter-time (1-5 credits, 10%). "Leavers" from the small colleges were more likely to be enrolled full-time and less likely to be enrolled quarter-time.

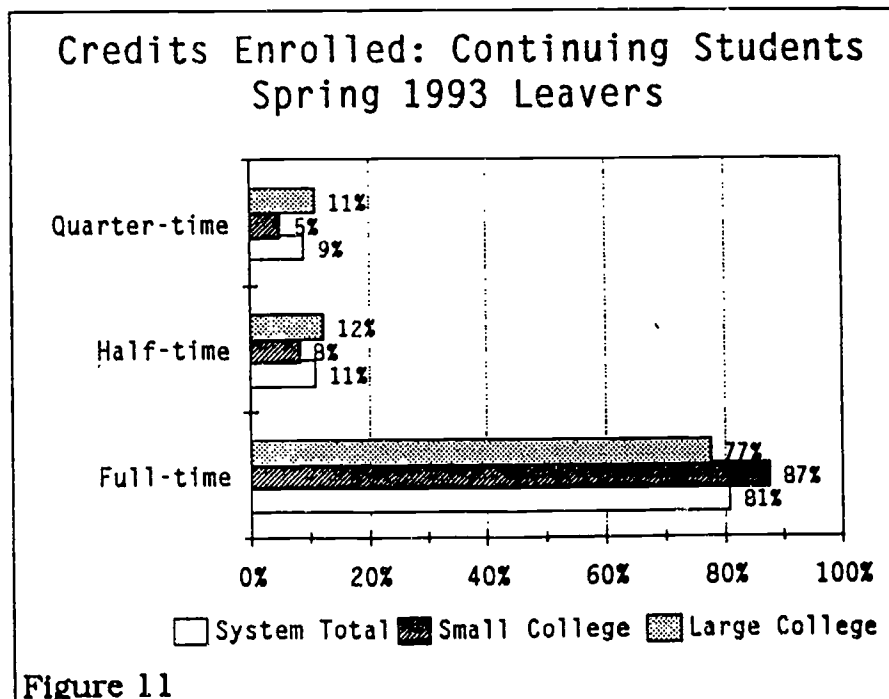


Figure 11

Employment

Figure 12A, at right, shows the top nine job classes in which respondents were working. The two most common categories were service and administrative (clerical) occupations, with over one-fourth of the respondents in each category. Thirteen percent of the respondents were in marketing/sales jobs and an additional ten percent were in professional positions. Managerial, technical, and production positions each accounted for five percent of the respondents.

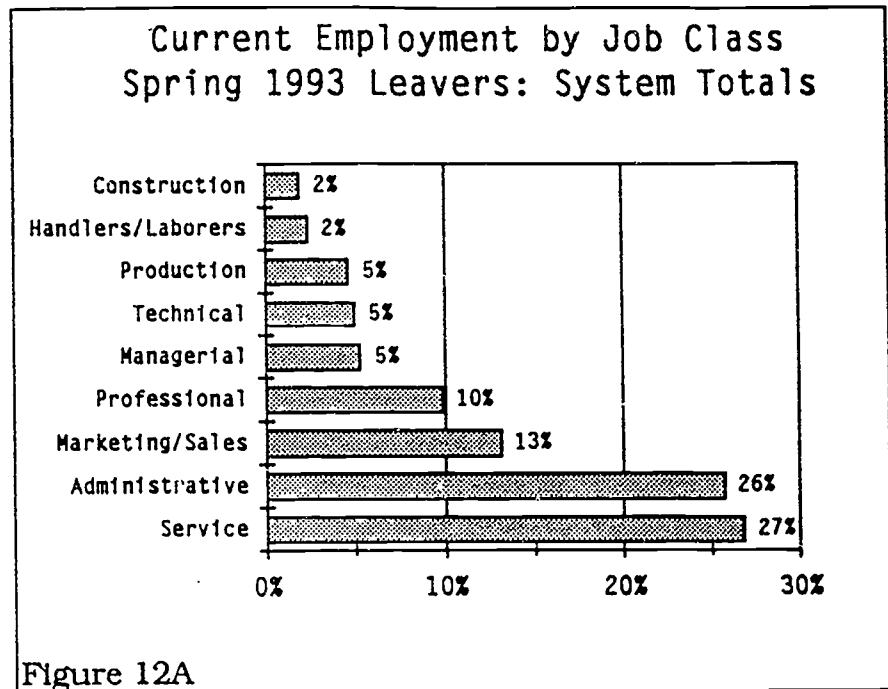


Figure 12B, at right, shows the percentage of "Leavers" in the top four job classes for the large colleges and the small colleges separately. "Leavers" from the large colleges were more likely to be employed in administrative positions, while small college "Leavers" were more likely to be employed in service and marketing jobs.

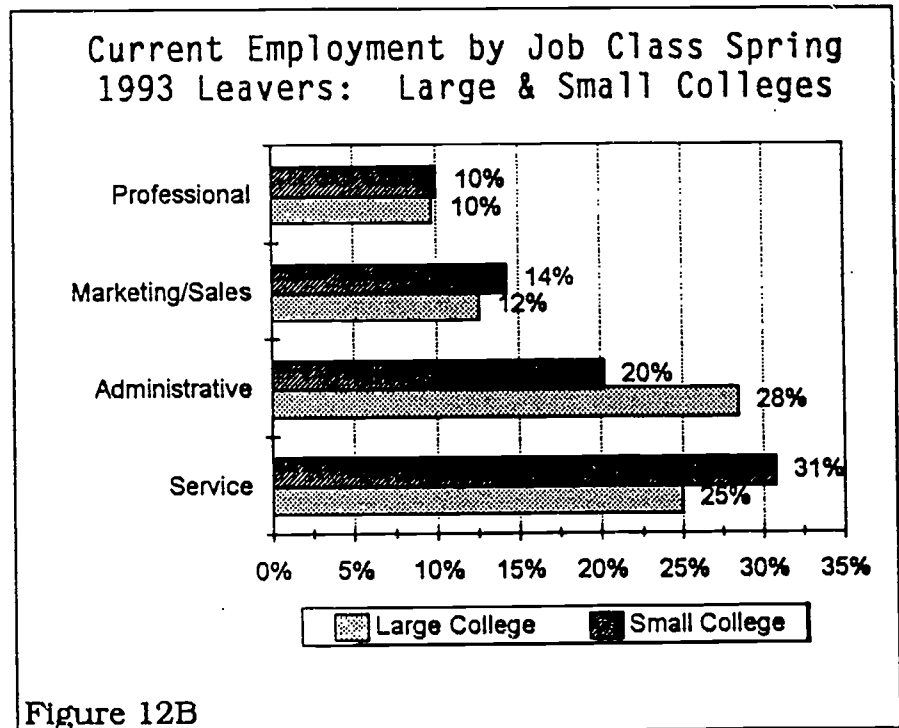


Figure 13, at right, shows the percentage of employed respondents working various hours per week. Forty-five percent of the respondents said they worked 40 hours or more per week and an additional 35% said they worked at least 20 hours per week. Eighty percent of the employed respondents worked 20 hours or more per week.

"Leavers" from the large colleges were considerably more likely to be working 40 or more hours per week (48% vs. 37%).

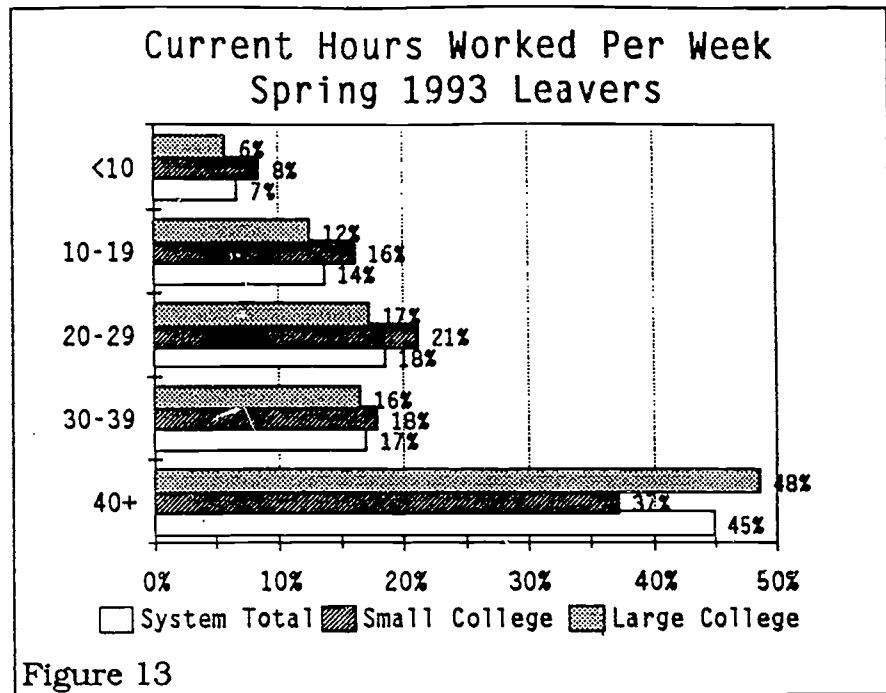


Figure 13

College Evaluations

Figure 14A, at right, shows the respondents' college evaluations. Quality of instruction received the highest rating, with 86% of respondents rating it good (58%) or excellent (28%). Class size received the second highest rating with 84% rating it good (51%) or excellent (33%). Facilities received good or excellent ratings from 74% of the respondents and variety of classes offered received good or excellent ratings from 70% of the respondents. Counseling received the lowest ratings, with 64% rating it good or excellent. Figure 14B, at right,

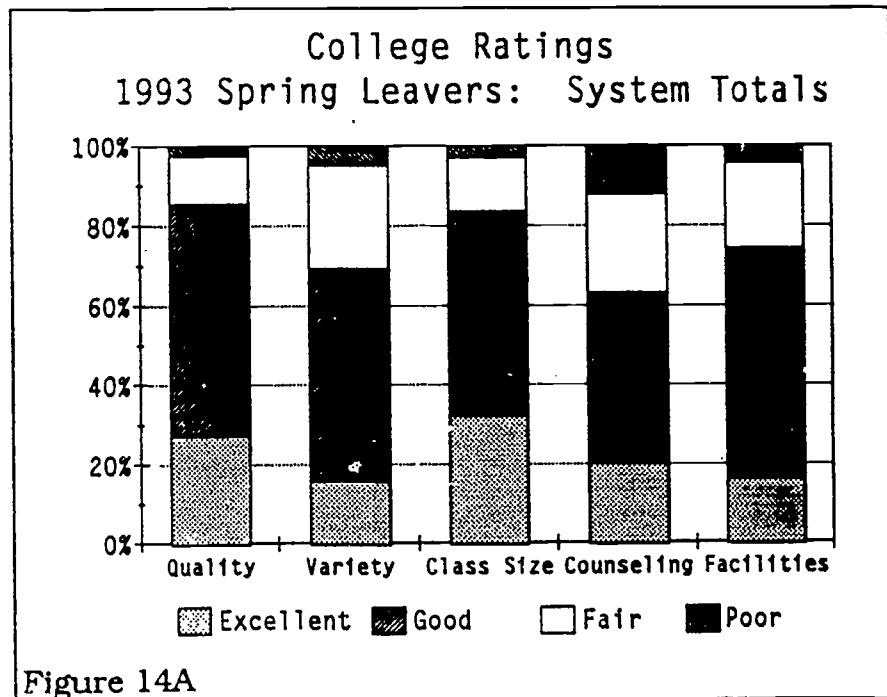
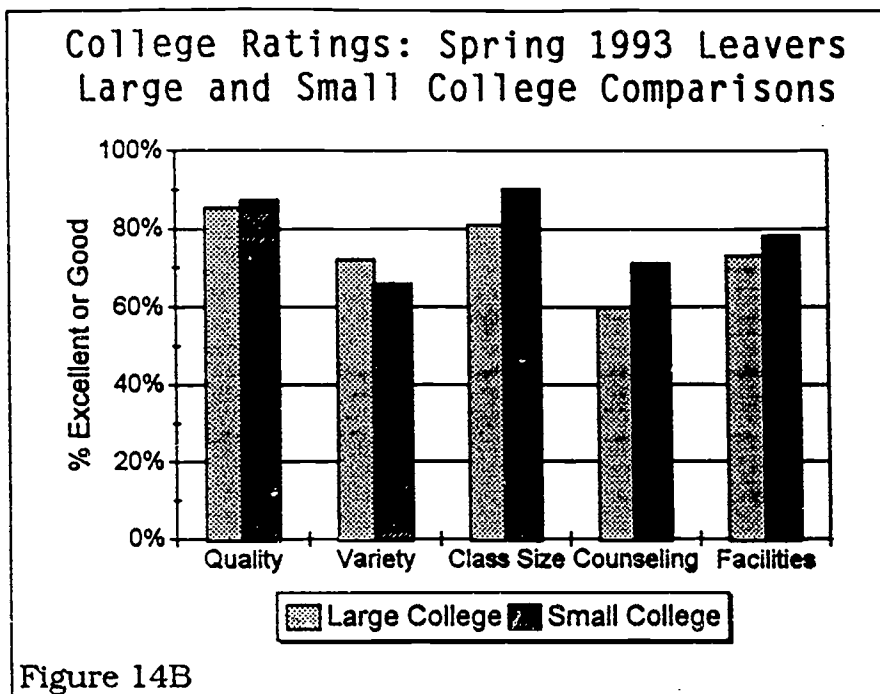


Figure 14A

Figure 14B, at right, compares the percentage of respondents evaluating each of the five aspects of the colleges as excellent or good for the large colleges and small colleges. The large colleges received higher satisfaction ratings for variety of classes offered, presumably because of their greater class offerings. Class size was rated more positively in the small colleges, probably a reflection of their smaller class size. Counseling and classroom facilities were also rated more positively at the small colleges. Quality of instruction received slightly higher ratings at the small colleges.



ENDNOTES

1 Paul Berman, Jennifer Curry, Beryl Nelson, and Daniel Weiler, MEASURING TRANSFER PERFORMANCE AT ROCHESTER COMMUNITY COLLEGE: A First Year Report to Rochester Community College, A Member College of the National Effective Transfer Consortium. BW Associates, Berkeley, CA. November 1989, Revised June 1990.

2 *Ibid.*, p. 16.

3 *Ibid.*, pp.10-13.

4 *Ibid.*, pp.14-16.

APPENDIX A
NORTH HENNEPIN COMMUNITY COLLEGE SURVEY

Please respond to the questions listed below and mail the completed form back within 10 days.

A. Before enrolling at North Hennepin:

- Did you take credit classes at another college? Yes No
 Did you have a Bachelor's degree ? Yes No

B. The following is a list of reasons some people have for attending college: How important is (or was) each of the following reasons to your attendance at North Hennepin? (Circle only one number on each line)

	Important	Somewhat Important	Not Important		
1. To prepare myself to enter a 4-year college	1	2	3	4	5
2. To enable me to get a job or a better job	1	2	3	4	5
3. To improve or maintain skills for my current job	2	3	4	5	
4. To learn more about subjects that interest me	1	2	3	4	5
5. My parents wanted me to go	1	2	3	4	5

C. Do you plan on enrolling at North Hennepin again in the future?

1. Yes 2. Maybe 3. No

D. If you are currently enrolled at another college:

What is the name of the college? _____

What is your major? _____

How many credits are you currently taking? _____ credits

E. If not attending college, have you been admitted to a four-year college? Yes No

F. If you are currently employed:

What is your job title? _____

How many hours a week do you work?

1. less than 10
 2. 10-19
 3. 20-29
 4. 30-39
 5. 40 or more

G. How would you rate the following areas at North Hennepin?

	Excellent	Good	Fair	Poor	No opinion
1. Quality of Instruction:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Variety of courses offered:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Class size:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Counseling services:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Classroom facilities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B

Dear North Hennepin Student:

Would you please take a few minutes to respond to the enclosed survey? We are sending this survey to students from our Spring, 1993, quarter who did not return for Fall, 1993. We want to know what you are doing in your careers and education and how you evaluate your College experiences.

We will summarize the information from the survey and use it to assess what our students are doing and have achieved, how the College is performing, and how the College's operations and services to its students could be improved.

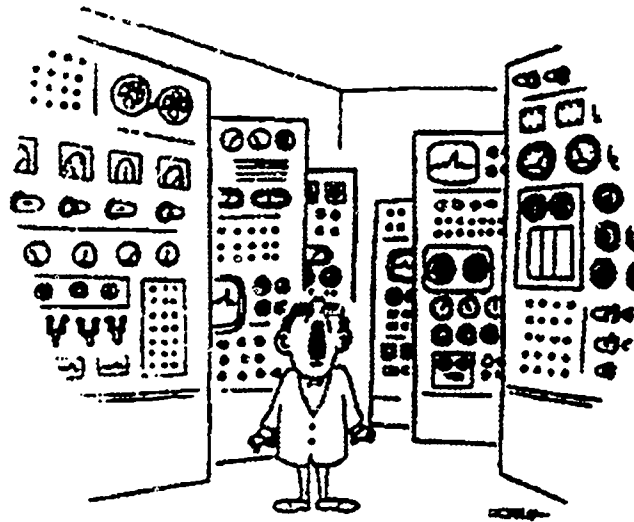
The information you give us is vital to that task, and we appreciate your participation. The survey will take only a few minutes to complete, and your responses will be kept anonymous and confidential.

Please mail us your completed Student Survey in the enclosed postage-paid return envelope within 10 days. Thank you very much for your help and cooperation.

Yours truly,

Frederick W. Capshaw, Ph.D.
President

APPENDIX C



Help!!

The computer can't do it all. We need your response to the enclosed survey. We are sending you another survey because we are very anxious to hear from you.

APPENDIX D

Table 1
Enrollment, Study Eligible Enrollment,
and Actual Leavers: Spring 1993

College	Total	Eligible		Leavers Fall 1993		Sample	
		N	%	N	%	N	%
Anoka-Ramsey	4896	2634	54%	1188	45%	300	25%
Cambridge	1222	574	47%	354	62%	300	85%
Inver Hills	4969	2371	48%	1074	45%	300	28%
Lakewood	5549	2698	49%	1143	42%	300	26%
Minneapolis	4291	1892	44%	853	45%	300	35%
Normandale	7757	4213	54%	1830	43%	300	16%
North Hennepin	5534	2381	43%	1002	42%	300	30%
Rochester	3580	2140	60%	996	47%	300	30%
Large College Total	37798	18903	50%	8440	45%	2400	28%
Hibbing	1004	750	75%	412	55%	300	73%
Duluth	1088	669	61%	370	55%	300	81%
Itasca	1123	774	69%	376	49%	300	80%
Mesabi	993	644	65%	359	56%	300	84%
Fond Du Lac	799	326	41%	177	54%	177	100%
Rainy River	705	413	59%	220	53%	220	100%
Vermilion	674	347	51%	164	47%	164	100%
Brainerd	1832	973	53%	493	51%	300	61%
Fergus Falls	1291	788	61%	471	60%	300	64%
Northland	866	427	49%	251	59%	251	100%
Austin	1174	669	57%	318	48%	300	94%
Willmar	1263	629	50%	302	48%	300	99%
Worthington	829	481	58%	224	47%	224	100%
Small College Total	13641	7890	58%	4137	52%	3436	83%
System Total	51439	26793	52%	12577	47%	5836	46%

APPENDIX D

Table 2
Response Rates by College and Total

<u>College</u>	<u>Sample</u>	<u>Number of Responses</u>	<u>Respor Rate</u>
Anoka-Ramsey	300	196	65%
Cambridge	300	147	49%
Inver Hills	300	118	39%
Lakewood	300	234	78%
Minneapolis	300	89	30%
Normandale	300	252	84%
North Hennepin	300	214	71%
Rochester	300	174	58%
Large Colleges Total	2400	1424	59%
Hibbing	300	222	74%
Duluth	300	109	36%
Itasca	300	182	61%
Mesabi	300	240	80%
Fond Du Lac	177	100	56%
Rainy River	220	171	78%
Vermilion	164	132	80%
Brainerd	300	149	50%
Fergus Falls	300	249	83%
Northland	251	178	71%
Austin	300	215	72%
Willmar	300	257	86%
Worthington	224	158	71%
Small Colleges Total	3436	2362	69%
System Total	5836	3786	65%

APPENDIX D

Table 3
Previous Educational Experience

College	Attend Another College?				Grand Total	Previous Bachelor's Degree?				Grand Total
	Yes	No	Total	Blank		Yes	No	Total	Blank	
Anoka-Ramsey	31	164	195	1	196	1	184	185	11	196
Cambridge	14	119	133	14	147	0	121	121	26	147
Inver Hills	34	81	115	3	118	6	106	112	6	118
Lakewood	51	181	232	2	234	9	212	221	13	234
Minneapolis	28	61	89	0	89	2	83	85	4	89
Normandale	54	197	251	1	252	10	240	250	2	252
North Hennepin	22	191	213	1	214	6	200	206	8	214
Rochester	36	122	158	16	174	20	134	154	20	174
Large College Total	270	1116	1386	38	1424	54	1260	1334	90	1424
Hibbing	59	133	192	30	222	6	184	190	32	222
Duluth	49	38	87	22	109	1	78	79	30	109
Itasca	25	142	167	15	182	9	150	159	23	182
Mesabi	45	194	239	1	240	7	232	239	1	240
Fond Du Lac	35	65	100	0	100	5	88	93	7	100
Rainy River	24	146	170	1	171	11	154	165	6	171
Vermilion	14	118	132	0	132	5	127	132	0	132
Brainerd	30	115	145	4	149	7	133	140	9	149
Fergus Falls	35	208	243	6	249	15	226	241	8	249
Northland	45	133	178	0	178	11	166	177	1	178
Austin	46	166	212	3	215	5	200	205	10	215
Willmar	4	248	252	5	257	1	250	251	6	257
Worthington	21	136	157	1	158	7	148	155	3	158
Small College Total	432	1842	2274	88	2362	90	2136	2226	136	2362
System Total	702	2958	3660	126	3786	144	3416	3560	226	3786
Anoka-Ramsey	16%	84%		1%		1%	99%	94%	6%	
Cambridge	11%	89%		10%		0%	100%	82%	18%	
Inver Hills	30%	70%		3%		5%	95%	93%	5%	
Lakewood	22%	78%		1%		4%	96%	94%	6%	
Minneapolis	31%	69%		0%		2%	98%	96%	4%	
Normandale	22%	78%		0%		4%	96%	99%	1%	
North Hennepin	10%	90%		0%		3%	97%	96%	4%	
Rochester	23%	77%		9%		13%	87%	89%	11%	
Large College Total	19%	81%		3%		4%	96%	94%	6%	
Adjusted Total	21%	79%		2%		4%	96%	95%	5%	
Hibbing	31%	69%		14%		3%	97%	86%	14%	
Duluth	56%	44%		20%		1%	99%	72%	28%	
Itasca	15%	85%		8%		6%	94%	87%	13%	
Mesabi	19%	81%		0%		3%	97%	100%	0%	
Fond Du Lac	35%	65%		0%		5%	95%	93%	7%	
Rainy River	14%	86%		1%		7%	93%	96%	4%	
Vermilion	11%	89%		0%		4%	96%	100%	0%	
Brainerd	21%	79%		3%		5%	95%	94%	6%	
Fergus Falls	14%	86%		2%		6%	94%	97%	3%	
Northland	25%	75%		0%		6%	94%	99%	1%	
Austin	22%	78%		1%		2%	98%	95%	5%	
Willmar	2%	98%		2%		0%	100%	98%	2%	
Worthington	13%	87%		1%		5%	95%	98%	2%	
Small College Total	19%	81%		4%		4%	96%	94%	6%	
Adjusted Total	22%	78%		5%		4%	96%	93%	7%	
System Total	19%	81%		3%		4%	96%	94%	6%	
Adjusted Total	21%	79%		3%		4%	96%	94%	6%	

APPENDIX D

Table 4A
Importance of Reasons for Attending College

Prepare to enter a 4-year college

College	Important		Somewhat Important			Not Important		Blank	Grand Total
	1	2	3	4	5	Total			
Anoka-Ramsey	87	26	35	15	26	189	6	195	
Cambridge	76	22	16	4	17	135	12	147	
Inver Hills	52	15	25	2	13	107	5	112	
Lakewood	106	32	42	8	31	219	6	225	
Minneapolis	59	10	9	2	6	86	1	87	
Normandale	122	19	55	5	33	234	8	242	
North Hennepin	94	30	42	11	24	201	7	208	
Rochester	63	22	28	10	17	140	14	154	
Large College Total	669	176	252	57	167	1311	59	1370	
Hibbing	63	20	27	14	34	158	58	216	
Duluth	28	11	18	13	16	86	23	108	
Itasca	77	17	21	6	36	156	17	173	
Meeabi	119	35	40	9	29	232	1	233	
Fond Du Lac	36	11	18	8	19	92	3	95	
Rainy River	78	14	23	8	34	157	3	160	
Vermilion	54	21	17	6	29	127	0	127	
Brainerd	64	20	23	8	21	136	6	142	
Fergus Falls	121	35	31	9	26	222	12	234	
Northland	79	22	25	15	23	164	3	167	
Austin	100	17	42	10	37	206	4	210	
Willmar	136	42	40	10	25	253	3	256	
Worthington	77	12	26	10	22	147	4	151	
Small College Total	1032	277	351	126	349	2135	137	2272	
System Total	1691	453	603	183	516	3446	196	3642	
Anoka-Ramsey	46%	14%	19%	8%	14%		3%		
Cambridge	56%	16%	12%	3%	13%		8%		
Inver Hills	49%	14%	23%	2%	12%		4%		
Lakewood	48%	15%	19%	4%	14%		3%		
Minneapolis	69%	12%	10%	2%	7%		1%		
Normandale	52%	8%	24%	2%	14%		3%		
North Hennepin	47%	15%	21%	5%	12%		3%		
Rochester	45%	16%	20%	7%	12%		9%		
Large College Total	50%	13%	19%	4%	13%		5%		
Adjusted Total	51%	13%	20%	4%	13%		4%		
Hibbing	40%	13%	17%	9%	22%		27%		
Duluth	33%	13%	21%	15%	18%		21%		
Itasca	49%	11%	13%	4%	22%		10%		
Meeabi	51%	15%	17%	4%	13%		0%		
Fond Du Lac	39%	12%	20%	9%	21%		3%		
Rainy River	50%	9%	15%	5%	22%		2%		
Vermilion	43%	17%	13%	5%	23%		0%		
Brainerd	47%	15%	17%	6%	15%		4%		
Fergus Falls	55%	16%	14%	4%	12%		5%		
Northland	48%	13%	15%	9%	14%		2%		
Austin	49%	8%	20%	5%	18%		2%		
Willmar	54%	17%	16%	4%	10%		1%		
Worthington	52%	8%	18%	7%	15%		3%		
Small College Total	48%	13%	16%	6%	16%		6%		
Adjusted Total	47%	13%	17%	7%	17%		7%		
System Total	49%	13%	17%	5%	15%		5%		
Adjusted Total	49%	13%	19%	5%	14%		5%		

APPENDIX D

Table 48
Importance of Reasons for Attending College

Enable me to get a job or a better job

College	Important		Somewhat Important		Not Important		Total	Blank	Grand Total
	1	2	3	4	5				
Anoka-Ramsey	86	29	22	17	36	190	5	195	
Cambridge	57	21	19	10	28	135	12	147	
Inver Hills	66	14	13	4	10	107	5	112	
Lakewood	142	26	29	5	20	222	3	225	
Minneapolis	58	8	14	2	5	87	0	87	
Normandale	116	40	28	11	40	235	7	242	
North Hennepin	119	31	30	9	11	201	7	208	
Rochester	87	26	11	8	9	141	13	154	
Large College Total	731	196	166	66	159	1318	52	1370	
Hibbing	108	26	14	3	8	159	57	216	
Duluth	63	8	9	2	3	85	23	108	
Itasca	84	16	17	8	11	136	37	173	
Mesabi	145	26	31	12	16	230	3	233	
Fond Du Lac	51	20	9	4	8	92	3	95	
Rainy River	91	29	18	9	11	158	2	160	
Vermilion	79	14	13	4	17	127	0	127	
Brainerd	75	24	20	8	10	137	5	142	
Fergus Falls	104	40	31	16	34	225	9	234	
Northland	112	25	11	7	11	166	1	167	
Austin	132	23	23	8	19	205	5	210	
Willmar	161	32	27	17	16	253	3	256	
Worthington	82	21	23	10	12	148	3	151	
Small College Total	1287	304	246	108	176	2121	151	2272	
System Total	2018	500	412	174	335	3439	203	3642	
Anoka-Ramsey	45%	15%	12%	9%	19%		3%		
Cambridge	42%	16%	14%	7%	21%		8%		
Inver Hills	62%	13%	12%	4%	9%		4%		
Lakewood	64%	12%	13%	2%	9%		1%		
Minneapolis	67%	9%	16%	2%	6%		0%		
Normandale	49%	17%	12%	5%	17%		3%		
North Hennepin	59%	16%	15%	4%	5%		3%		
Rochester	62%	18%	8%	6%	6%		8%		
Large College Total	55%	15%	13%	5%	12%		4%		
Adjusted Total	56%	15%	12%	5%	12%		3%		
Hibbing	68%	16%	9%	2%	5%		26%		
Duluth	74%	9%	11%	2%	4%		21%		
Itasca	62%	12%	13%	6%	8%		21%		
Mesabi	63%	11%	10%	5%	7%		1%		
Fond Du Lac	55%	22%	10%	4%	9%		3%		
Rainy River	58%	18%	11%	6%	7%		1%		
Vermilion	62%	11%	10%	3%	13%		0%		
Brainerd	55%	18%	15%	6%	7%		4%		
Fergus Falls	46%	18%	14%	7%	15%		4%		
Northland	67%	15%	7%	4%	7%		1%		
Austin	64%	11%	11%	4%	9%		2%		
Willmar	64%	13%	11%	7%	6%		1%		
Worthington	55%	14%	16%	7%	8%		2%		
Small College Total	61%	14%	12%	5%	8%		7%		
Adjusted Total	61%	14%	12%	5%	8%		8%		
System Total	59%	15%	12%	5%	10%		6%		
Adjusted Total	58%	15%	12%	5%	10%		5%		

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Table 4C
Importance of Reasons for Attending College

Improve or maintain skills for current job

College	Important 1	Somewhat Important 2	3	Not Important 4	5	Total	Blank	Grand Total
Anoka-Ramsey	39	15	33	31	71	189	6	195
Cambridge	8	9	23	15	79	134	13	147
Inver Hills	22	10	21	13	39	105	7	112
Lakewood	41	20	51	27	79	218	7	225
Minneapolis	19	6	17	9	36	87	0	87
Normandale	33	16	44	22	112	227	15	242
North Hennepin	32	29	41	26	72	200	8	208
Rochester	19	25	21	13	60	138	16	154
Large College Total	213	130	251	156	548	1298	72	1370
Hibbing	38	18	22	16	61	155	61	216
Duluth	20	10	13	10	29	82	26	108
Itasca	24	11	20	16	64	135	38	173
Mesabi	41	20	26	31	110	228	5	233
Fond Du Lac	18	14	15	8	34	89	6	95
Rainy River	41	15	21	17	61	155	5	160
Vermilion	29	19	17	4	58	127	0	127
Brainerd	23	12	27	18	55	135	7	142
Fergus Falls	36	18	29	26	111	220	14	234
Northland	30	15	20	24	75	164	3	167
Austin	47	16	27	16	98	204	6	210
Willmar	30	23	33	32	133	251	5	256
Worthington	30	14	26	17	60	147	4	151
Small College Total	407	205	296	235	949	2092	180	2272
System Total	620	335	547	391	1497	3390	252	3642
Anoka-Ramsey	21%	8%	17%	16%	38%		3%	
Cambridge	6%	7%	17%	11%	59%		9%	
Inver Hills	21%	10%	20%	12%	37%		6%	
Lakewood	19%	9%	23%	12%	36%		3%	
Minneapolis	22%	7%	20%	10%	41%		0%	
Normandale	15%	7%	19%	10%	49%		6%	
North Hennepin	16%	15%	21%	13%	36%		4%	
Rochester	14%	18%	15%	9%	43%		10%	
Large College Total	16%	10%	19%	12%	42%		6%	
Adjusted Total	17%	10%	19%	12%	42%		5%	
Hibbing	25%	12%	14%	10%	39%		28%	
Duluth	24%	12%	16%	12%	35%		24%	
Itasca	18%	8%	15%	12%	47%		22%	
Mesabi	18%	9%	11%	14%	48%		2%	
Fond Du Lac	20%	16%	17%	9%	38%		6%	
Rainy River	26%	10%	14%	11%	39%		3%	
Vermilion	23%	15%	13%	3%	46%		0%	
Brainerd	17%	9%	20%	13%	41%		5%	
Fergus Falls	16%	8%	13%	12%	50%		6%	
Northland	18%	9%	12%	15%	46%		2%	
Austin	23%	8%	13%	8%	48%		3%	
Willmar	12%	9%	13%	13%	53%		2%	
Worthington	20%	10%	18%	12%	41%		3%	
Small College Total	19%	10%	14%	11%	45%		8%	
Adjusted Total	20%	10%	15%	11%	44%		9%	
System Total	18%	10%	16%	12%	44%		7%	
Adjusted Total	18%	10%	18%	12%	43%		7%	

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Table 4D
Importance of Reasons for Attending College

Learn more about subjects that interest me

College	Important		Somewhat Important		Not Important		Total	Blank	Grand Total
	1	2	3	4	5				
Anoka-Ramsey	73	43	39	18	16	189	6	195	
Cambridge	46	27	28	14	20	135	12	147	
Inver Hills	44	28	24	3	8	107	5	112	
Lakewood	96	39	43	21	20	219	6	225	
Minneapolis	53	12	12	7	2	86	1	87	
Normandale	76	50	60	17	21	224	18	242	
North Hennepin	68	50	61	16	9	204	4	209	
Rochester	51	33	37	12	6	139	15	154	
Large College Total	507	282	304	108	102	1303	67	1370	
Hibbing	77	32	29	7	11	156	60	216	
Duluth	8	30	37	6	8	84	24	108	
Itasca	59	26	24	10	16	135	38	173	
Mesabi	99	42	44	16	28	229	4	233	
Fond Du Lac	41	21	16	8	5	91	4	95	
Rainy River	66	45	28	8	10	157	3	160	
Vermilion	57	35	16	2	17	127	0	127	
Brainerd	44	46	31	12	4	137	5	142	
Fergus Falls	70	54	60	15	22	221	13	234	
Northland	53	39	49	12	12	165	2	167	
Austin	81	44	55	10	15	205	5	210	
Willmar	74	67	75	19	18	253	3	256	
Worthington	66	28	30	11	13	148	3	151	
Small College Total	795	509	489	136	179	2108	164	2272	
System Total	1302	791	793	244	281	3411	231	3642	
Anoka-Ramsey	39%	23%	21%	10%	8%		3%		
Cambridge	34%	20%	21%	10%	15%		8%		
Inver Hills	41%	26%	22%	3%	7%		4%		
Lakewood	44%	18%	20%	10%	9%		3%		
Minneapolis	62%	14%	14%	8%	2%		1%		
Normandale	34%	22%	27%	8%	9%		7%		
North Hennepin	33%	25%	30%	8%	4%		2%		
Rochester	37%	24%	27%	9%	4%		10%		
Large College Total	39%	22%	23%	8%	8%		5%		
Adjusted Total	40%	22%	23%	8%	7%		5%		
Hibbing	49%	21%	19%	4%	7%		28%		
Duluth	10%	36%	38%	7%	10%		22%		
Itasca	44%	19%	18%	7%	12%		22%		
Mesabi	43%	18%	19%	7%	12%		2%		
Fond Du Lac	45%	23%	18%	9%	5%		4%		
Rainy River	42%	29%	18%	5%	6%		2%		
Vermilion	45%	28%	13%	2%	13%		0%		
Brainerd	32%	34%	23%	9%	3%		4%		
Fergus Falls	32%	24%	27%	7%	10%		6%		
Northland	32%	24%	30%	7%	7%		1%		
Austin	40%	21%	27%	5%	7%		2%		
Willmar	29%	26%	30%	8%	7%		1%		
Worthington	45%	19%	20%	7%	9%		2%		
Small College Total	38%	24%	23%	6%	8%		7%		
Adjusted Total	36%	25%	24%	7%	8%		9%		
System Total	38%	23%	23%	7%	8%		6%		
Adjusted Total	39%	23%	23%	7%	8%		6%		

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Table 4E
Importance of Reasons for Attending College

My parents wanted me to go

College	Important		Somewhat Important		Not Important		Total	Blank	Grand Total
	1	2	3	4	5				
Anoka-Ramsey	21	10	31	22	100	184	11	195	
Cambridge	5	6	25	12	86	134	13	147	
Inver Hills	4	9	4	11	77	105	7	112	
Lakewood	37	14	27	43	96	217	8	225	
Minneapolis	3	4	8	6	63	84	3	87	
Normandale	28	18	33	16	128	223	19	242	
North Hennepin	21	10	42	21	103	197	11	208	
Rochester	12	14	26	8	76	136	18	154	
Large College Total	131	85	196	139	729	1280	90	1370	
Hibbing	23	15	20	18	78	154	62	216	
Duluth	4	1	14	11	54	84	24	108	
Itasca	10	14	19	8	79	130	43	173	
Mesabi	60	25	43	11	90	229	4	233	
Fond Du Lac	2	1	10	8	65	86	9	95	
Rainy River	24	17	16	15	80	152	8	160	
Vermilion	19	10	15	13	70	127	0	127	
Brainerd	15	13	22	8	77	135	7	142	
Fergus Falls	34	17	37	24	108	220	14	234	
Northland	8	14	31	26	84	163	4	167	
Austin	16	19	33	15	114	197	13	210	
Willmar	37	25	53	37	100	252	4	256	
Worthington	17	14	23	12	79	145	6	151	
Small College Total	269	185	336	206	1078	2074	198	2272	
System Total	400	270	532	345	1807	3354	288	3642	
Anoka-Ramsey	11%	5%	17%	12%	54%		6%		
Cambridge	4%	4%	19%	9%	64%		9%		
Inver Hills	4%	9%	4%	10%	73%		6%		
Lakewood	17%	6%	12%	20%	44%		4%		
Minneapolis	4%	5%	10%	7%	75%		3%		
Normandale	13%	8%	15%	7%	57%		8%		
North Hennepin	11%	5%	21%	11%	52%		5%		
Rochester	9%	10%	19%	6%	56%		12%		
Large College Total	10%	7%	15%	11%	57%		7%		
Adjusted Total	10%	7%	14%	10%	58%		6%		
Hibbing	15%	10%	13%	12%	51%		29%		
Duluth	5%	1%	17%	13%	64%		22%		
Itasca	8%	11%	15%	6%	61%		25%		
Mesabi	26%	11%	19%	5%	39%		2%		
Fond Du Lac	2%	1%	12%	9%	76%		9%		
Rainy River	16%	11%	11%	10%	53%		5%		
Vermilion	15%	8%	12%	10%	55%		0%		
Brainerd	11%	10%	16%	6%	57%		5%		
Fergus Falls	15%	8%	17%	11%	49%		6%		
Northland	5%	9%	19%	16%	52%		2%		
Austin	8%	10%	17%	8%	58%		6%		
Willmar	15%	10%	21%	15%	40%		2%		
Worthington	12%	10%	16%	8%	54%		4%		
Small College Total	13%	9%	16%	10%	52%		9%		
Adjusted Total	12%	8%	16%	10%	54%		10%		
System Total	12%	8%	16%	10%	54%		8%		
Adjusted Total	11%	7%	16%	11%	55%		8%		

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**Table 5
Future Enrollment Plans**

<u>College</u>	<u>Yes</u>	<u>Maybe</u>	<u>No</u>	<u>Total</u>	<u>Blank</u>	<u>Grand Total</u>
Anoka-Ramsey	75	51	67	193	2	195
Cambridge	29	39	63	131	16	147
Inver Hills	44	43	22	109	3	112
Lakewood	82	88	52	222	3	225
Minneapolis	31	27	29	87	0	87
Normandale	80	78	77	235	7	242
North Hennepin	72	82	51	205	3	208
Rochester	36	55	47	138	16	154
Large College Total	449	463	408	1320	50	1370
Hibbing	41	47	90	178	38	216
Duluth	36	24	26	86	22	108
Itasca	24	54	58	136	37	173
Mesabi	25	81	125	231	2	233
Fond Du Lac	18	50	27	95	0	95
Rainy River	35	71	53	159	1	160
Vermilion	7	32	88	127	0	127
Brainerd	19	45	75	139	3	142
Fergus Falls	29	51	151	231	3	234
Northland	35	37	93	165	2	167
Austin	47	72	90	209	1	210
Willmar	32	60	140	252	4	256
Worthington	22	43	83	148	3	151
Small College Total	370	687	1099	2156	116	2272
System Total	819	1150	1507	3476	166	3642
Anoka-Ramsey	39%	26%	35%		1%	
Cambridge	22%	30%	48%		11%	
Inver Hills	40%	39%	20%		3%	
Lakewood	37%	40%	23%		1%	
Minneapolis	36%	31%	33%		0%	
Normandale	34%	33%	33%		3%	
North Hennepin	35%	40%	25%		1%	
Rochester	26%	40%	34%		10%	
Large College Total	34%	35%	31%		4%	
Adjusted Total	35%	35%	30%		3%	
Hibbing	23%	26%	51%		18%	
Duluth	42%	28%	30%		20%	
Itasca	18%	40%	43%		21%	
Mesabi	11%	35%	54%		1%	
Fond Du Lac	19%	53%	28%		0%	
Rainy River	22%	45%	33%		1%	
Vermilion	6%	25%	69%		0%	
Brainerd	14%	32%	54%		2%	
Fergus Falls	13%	22%	65%		1%	
Northland	21%	22%	56%		1%	
Austin	22%	34%	43%		0%	
Willmar	13%	32%	56%		2%	
Worthington	15%	29%	56%		2%	
Small College Total	17%	32%	51%		5%	
Adjusted Total	19%	32%	50%		6%	
System Total	24%	33%	43%		5%	
Adjusted Total	29%	34%	37%		4%	

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Table 6
Educational and Occupational Status

College	Neither	College	Working	Both	Total
Anoka-Ramsey	17	27	89	62	195
Cambridge	13	51	28	55	147
Inver Hills	5	10	62	35	112
Lakewood	16	13	115	81	225
Minneapolis	9	15	31	32	87
Normandale	12	35	95	100	242
North Hennepin	13	32	99	64	208
Rochester	19	37	64	34	154
Large College Total	104	220	583	463	1370
Hibbing	18	78	77	43	216
Duluth	11	28	41	28	108
Itasca	19	52	57	45	173
Mesabi	20	82	54	77	233
Fond Du Lac	15	16	42	7	95
Rainy River	24	46	58	32	160
Vermilion	8	47	47	25	127
Brainerd	8	31	47	56	142
Fergus Falls	9	76	66	83	234
Northland	17	40	55	55	167
Austin	20	45	92	53	210
Willmar	13	66	79	98	256
Worthington	11	40	55	45	151
Small College Total	193	647	770	662	2272
System Total	297	867	1353	1125	3642
Anoka-Ramsey	9%	14%	46%	32%	
Cambridge	9%	35%	19%	37%	
Inver Hills	4%	9%	55%	31%	
Lakewood	7%	6%	51%	36%	
Minneapolis	10%	17%	36%	37%	
Normandale	5%	14%	39%	41%	
North Hennepin	6%	15%	48%	31%	
Rochester	12%	24%	42%	22%	
Large College Total	8%	16%	43%	34%	
Adjusted Total	7%	15%	44%	34%	
Hibbing	8%	36%	36%	20%	
Duluth	10%	26%	38%	26%	
Itasca	11%	30%	33%	26%	
Mesabi	9%	35%	23%	33%	
Fond Du Lac	16%	17%	44%	23%	
Rainy River	15%	29%	36%	20%	
Vermilion	6%	37%	37%	20%	
Brainerd	6%	22%	33%	39%	
Fergus Falls	4%	32%	28%	35%	
Northland	10%	24%	33%	33%	
Austin	10%	21%	44%	25%	
Willmar	5%	26%	31%	38%	
Worthington	7%	26%	36%	30%	
Small College Total	8%	28%	34%	29%	
Adjusted Total	8%	28%	34%	29%	
System Total	8%	24%	37%	31%	
Adjusted Total	8%	19%	41%	32%	

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Table 7
Post-Secondary Enrollment: All Respondents

College	U.of.M	MN SUS	MN Private	Other 4-year	4-year Total	CC&TC	Private Yocat	Blank	Grand Total	Admitted 4-year	Enrolled/ Admitted 4-year
Anoka-Ramsey	11	33	12	10	66	16	7	106	195	7	73
Cambridge	25	13	31	19	88	17	2	40	147	4	92
Inver Hills	8	6	6	5	25	17	3	67	112	6	31
Lakewood	15	19	20	10	64	26	4	131	225	8	72
Minneapolis	16	6	11	1	34	9	4	40	87	1	36
Normandale	28	29	23	19	99	33	3	107	242	1	100
North Hennepin	24	31	7	8	70	21	5	112	208	1	71
Rochester	9	25	4	11	49	17	5	83	154	4	53
Large College Total	136	162	114	83	495	156	33	686	1370	32	527
Hibbing	24	29	7	14	74	44	3	95	216	2	76
Duluth	9	0	5	7	21	34	0	53	108	1	22
Itasca	11	32	18	9	70	21	6	76	173	3	73
Mesabi	27	44	16	17	104	52	3	74	233	5	109
Fond Du Lac	7	2	3	5	17	20	1	57	95	3	20
Rainy River	10	38	7	13	68	10	0	82	160	4	72
Vermilion	6	31	10	7	54	15	3	55	127	2	56
Brainerd	10	36	8	7	61	25	1	55	142	3	64
Fergus Falls	16	57	35	32	140	16	3	75	234	6	146
Northland	4	32	6	26	68	24	3	72	167	3	71
Austin	14	50	3	11	78	17	3	112	210	2	80
Wilmar	9	97	11	12	129	34	1	92	256	4	133
Worthington	3	26	8	37	74	11	0	66	151	3	77
Small College Total	150	474	137	197	968	323	27	964	2272	41	999
Total	286	636	251	280	1453	479	60	1650	3642	73	1526
Anoka-Ramsey	6%	17%	6%	5%	34%	8%	4%	54%		4%	37%
Cambridge	17%	9%	21%	13%	60%	12%	1%	27%		3%	63%
Inver Hills	7%	5%	5%	4%	22%	15%	3%	60%		5%	28%
Lakewood	7%	8%	9%	4%	28%	12%	2%	58%		4%	32%
Minneapolis	18%	7%	13%	1%	39%	10%	5%	46%		1%	40%
Normandale	12%	12%	10%	8%	41%	14%	1%	44%		0%	41%
North Hennepin	12%	15%	3%	4%	34%	10%	2%	54%		0%	34%
Rochester	6%	16%	3%	7%	32%	11%	3%	54%		3%	34%
Large College Total	10%	12%	8%	6%	36%	11%	2%	50%		2%	38%
Large College Adjusted	10%	12%	8%	6%	35%	12%	3%	51%		2%	37%
Hibbing	11%	13%	3%	6%	34%	20%	1%	44%		1%	35%
Duluth	8%	0%	5%	6%	19%	31%	0%	49%		1%	20%
Itasca	6%	18%	10%	5%	40%	12%	3%	44%		2%	42%
Mesabi	12%	19%	7%	7%	45%	22%	1%	32%		2%	47%
Fond Du Lac	7%	2%	3%	5%	18%	21%	1%	60%		3%	21%
Rainy River	6%	24%	4%	8%	43%	6%	0%	51%		3%	45%
Vermilion	5%	24%	8%	6%	43%	12%	2%	43%		2%	44%
Brainerd	7%	25%	6%	5%	43%	18%	1%	39%		2%	45%
Fergus Falls	7%	24%	15%	14%	60%	7%	1%	32%		3%	62%
Northland	2%	19%	4%	15%	41%	14%	2%	43%		2%	43%
Austin	7%	24%	1%	5%	37%	8%	1%	53%		1%	38%
Wilmar	4%	38%	4%	5%	50%	13%	0%	36%		2%	52%
Worthington	2%	17%	5%	25%	49%	7%	0%	44%		2%	51%
Small College Total	7%	21%	6%	9%	42%	14%	1%	42%		2%	44%
Small College Adjusted	7%	19%	6%	8%	41%	15%	1%	42%		2%	43%
Total	8%	17%	7%	8%	40%	13%	2%	45%		2%	42%
Adjusted Total	9%	14%	7%	6%	37%	13%	2%	48%		2%	39%

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Table 8
Post Secondary Enrollment: Respondents Planning on Transfer

College	U of M	MN SUS	MN Private	Other 4-year	4-year Total	Private CC&TC	Private Vocat.	Blank	Grand Total	Admitted 4-year	Enrolled/ Admitted 4-year
Anoka-Ramsey	10	23	8	6	47	5	3	32	87	4	51
Cambridge	13	10	18	13	54	9	0	13	76	3	57
Inver Hills	7	2	6	4	19	5	2	26	52	2	21
Lakewood	11	15	13	6	45	8	1	52	106	6	51
Minneapolis	14	3	9	1	27	7	1	24	59	1	28
Normandale	17	22	16	17	72	17	0	33	122	1	73
North Hennepin	19	25	5	5	54	7	2	31	94	0	54
Rochester	6	17	1	6	30	5	3	25	63	2	32
Large College Total	97	117	76	58	348	63	12	236	659	19	367
Hibbing	11	9	2	6	28	12	2	21	63	1	29
Duluth	5	0	3	4	12	8	0	8	28	1	13
Itasca	7	20	16	8	51	7	3	16	77	3	54
Mesabi	16	32	12	10	70	20	1	28	119	2	72
Fond Du Lac	3	2	2	4	11	4	0	21	36	3	14
Rainy River	10	34	5	10	59	4	0	15	78	1	60
Vermilion	5	21	6	4	36	2	2	14	54	0	36
Brainerd	9	26	3	6	44	6	0	14	64	2	46
Fergus Falls	7	42	21	19	89	9	2	21	121	3	92
Northland	3	23	6	20	52	8	0	19	79	2	54
Austin	9	37	3	7	56	7	1	36	100	2	58
Willmar	6	69	10	6	91	10	0	35	136	1	92
Worthington	2	18	6	27	53	5	0	19	77	2	55
Small College Total	93	333	95	131	652	102	11	267	1032	23	675
Total	190	450	171	189	1000	165	23	503	1691	42	1042
Anoka-Ramsey	11%	26%	9%	7%	54%	6%	3%	37%		5%	59%
Cambridge	17%	13%	24%	17%	71%	12%	0%	17%		4%	75%
Inver Hills	13%	4%	12%	8%	37%	10%	4%	50%		4%	40%
Lakewood	10%	14%	12%	6%	42%	8%	1%	49%		6%	48%
Minneapolis	24%	5%	15%	2%	46%	12%	2%	41%		2%	47%
Normandale	14%	18%	13%	14%	59%	14%	0%	27%		1%	60%
North Hennepin	20%	27%	5%	5%	57%	7%	2%	33%		0%	57%
Rochester	10%	27%	2%	10%	48%	8%	5%	40%		3%	51%
Large College Total	15%	18%	12%	9%	53%	10%	2%	36%		3%	56%
Large College Adjusted	14%	17%	11%	8%	51%	10%	2%	37%		3%	54%
Hibbing	17%	14%	3%	10%	44%	19%	3%	33%		2%	46%
Duluth	18%	0%	11%	14%	43%	29%	0%	29%		4%	48%
Itasca	9%	26%	21%	10%	66%	9%	4%	21%		4%	70%
Mesabi	13%	27%	10%	8%	59%	17%	1%	24%		2%	61%
Fond Du Lac	8%	6%	6%	11%	31%	11%	0%	58%		8%	39%
Rainy River	13%	44%	6%	13%	76%	5%	0%	19%		1%	77%
Vermilion	9%	39%	11%	7%	67%	4%	4%	26%		0%	67%
Brainerd	14%	41%	5%	9%	69%	9%	0%	22%		3%	72%
Fergus Falls	6%	35%	17%	16%	74%	7%	2%	17%		2%	76%
Northland	4%	29%	8%	25%	66%	10%	0%	24%		3%	68%
Austin	9%	37%	3%	7%	56%	7%	1%	36%		2%	58%
Willmar	4%	51%	7%	4%	67%	7%	0%	26%		1%	68%
Worthington	3%	23%	8%	35%	69%	6%	0%	25%		3%	71%
Small College Total	9%	32%	9%	13%	63%	10%	1%	26%		2%	65%
Small College Adjusted	10%	29%	9%	13%	61%	12%	1%	26%		3%	63%
Total	11%	27%	10%	11%	59%	10%	1%	30%		2%	62%
Adjusted Total	13%	21%	10%	10%	54%	10%	2%	34%		3%	57%

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Table 9
Transfer Effectiveness Information

Transfer Important Actual Transfer	Type I	Type II	Type III	Type IV	Transfer Effectiveness Rate
	Yes Yes	Yes No	No Yes	No No	
Anoka-Ramsey	51	38	22	86	
Cambridge	57	19	35	36	
Inver Hills	21	31	10	50	
Lakewood	51	55	21	98	
Minneapolis	28	31	7	21	
Normandale	73	49	27	93	
North Hennepin	54	40	17	97	
Rochester	32	31	21	70	
Large College Total	367	292	160	551	
Hibbing	29	34	47	108	
Duluth	13	15	9	71	
Itasca	54	23	19	77	
Mesabi	72	47	37	77	
Fond Du Lac	14	22	6	53	
Rainy River	60	18	12	70	
Vermilion	36	18	20	53	
Brainerd	46	18	18	60	
Fergus Falls	92	29	34	59	
Northland	54	25	17	71	
Austin	58	42	22	88	
Willmar	92	44	41	79	
Worthington	55	22	22	52	
Small College Total	675	357	324	916	
System Total	1042	649	484	1467	
Anoka-Ramsey	26%	18%	11%	44%	84%
Cambridge	39%	13%	24%	24%	121%
Inver Hills	19%	28%	9%	45%	60%
Lakewood	23%	24%	9%	44%	68%
Minneapolis	32%	36%	3%	24%	59%
Normandale	30%	20%	11%	38%	82%
North Hennepin	26%	19%	8%	47%	76%
Rochester	21%	20%	14%	45%	84%
Large College Total	27%	21%	12%	40%	80%
Adjusted Total	26%	23%	11%	40%	76%
Hibbing	13%	16%	22%	49%	121%
Duluth	12%	14%	8%	66%	79%
Itasca	31%	13%	11%	45%	95%
Mesabi	31%	20%	16%	33%	92%
Fond Du Lac	15%	23%	6%	56%	56%
Rainy River	38%	11%	8%	44%	92%
Vermilion	28%	14%	16%	42%	104%
Brainerd	32%	13%	13%	42%	100%
Fergus Falls	39%	12%	23%	25%	121%
Northland	32%	15%	10%	43%	90%
Austin	28%	20%	10%	42%	80%
Willmar	36%	17%	16%	31%	98%
Worthington	36%	15%	15%	34%	100%
Small College Total	30%	16%	14%	40%	97%
Adjusted Total	29%	15%	14%	42%	97%
System Total	29%	18%	13%	40%	90%
Adjusted Total	27%	20%	12%	41%	83%

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Table 10
Specific Transfer Destinations for Spring 93 Leavers

College	U of R Iron Cities	U of M Duluth	U of M Marquette	U of M Conception	St Cloud State	Bemidji State	Mankato State	Moorhead State	Winona State	Southwest State	Metro State	St Thomas University	St Scholastica University	Concordia University	Bethel University	St Mary's University	Hamline University	St Catherine's University	Total
Anoka-Ramsey	8	2	1	0	23	1	3	3	2	0	1	3	2	1	1	2	0	0	53
Cambridge	10	9	8	0	6	2	3	1	1	0	0	8	1	2	5	0	3	1	58
Iron Hills	8	0	0	0	1	0	3	0	1	0	1	1	0	1	0	2	1	1	20
Lakewood	13	2	0	0	7	0	4	0	3	0	5	3	1	2	4	3	1	5	53
Marquette	14	2	0	0	2	0	0	0	0	0	4	2	0	2	0	1	1	1	29
Normandale	24	4	0	0	11	2	11	0	2	0	3	7	0	1	1	5	1	3	75
North Hennepin	23	1	0	0	19	0	5	0	1	0	6	1	0	0	2	2	0	0	60
Rochester	6	3	0	0	2	1	7	0	15	0	0	1	0	0	0	0	0	0	35
Large College Total	106	23	7	0	71	6	36	4	25	0	20	26	4	9	13	15	7	11	383
Hibbing	11	12	1	0	7	21	0	0	1	0	0	0	3	1	1	0	0	1	59
Duluth	0	9	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	1	13
Itasca	2	9	0	0	5	23	3	1	0	0	0	2	10	4	0	0	0	0	59
Mercy	7	20	0	0	6	30	1	5	2	0	0	3	7	1	0	0	1	2	85
Ford Du Lac	1	5	0	1	1	1	0	0	0	0	0	0	1	0	2	0	0	0	12
Rainy River	4	6	0	0	7	24	3	4	0	0	0	0	4	2	0	0	0	0	54
Vermilion	3	3	0	0	7	17	3	3	1	0	0	2	0	2	0	0	3	0	44
Brainerd	5	5	0	0	16	8	3	6	2	1	0	0	0	0	2	0	1	0	49
Fergus Falls	3	7	6	0	14	6	3	30	1	3	0	3	0	8	2	0	2	0	88
Northland	2	1	0	1	3	17	0	11	1	0	0	0	0	3	0	2	1	0	42
Austin	12	1	1	0	4	1	33	2	10	0	0	0	0	0	1	0	1	0	66
Willmar	8	0	1	0	46	5	22	6	0	18	0	0	1	0	4	1	0	2	114
Washington	3	0	0	0	2	0	16	3	1	4	0	0	0	2	0	0	1	0	32
Small College Total	61	78	9	2	118	153	87	71	19	26	0	10	29	23	12	3	10	6	717
System Total	167	101	16	2	189	159	123	75	44	26	20	36	31	32	25	18	17	17	1100

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Table 11
Level of Enrollment for All Post-Secondary Enrollment

College	Quarter-time	Half-time	Full-time	Total
Anoka-Ramsey	9	8	60	77
Cambridge	7	14	72	93
Inver Hills	7	7	27	41
Lakewood	6	13	71	90
Minneapolis	4	6	34	44
Normandale	18	12	90	120
North Hennepin	7	9	71	87
Rochester	3	6	59	68
Large College Total	61	75	484	620
Hibbing	4	10	75	89
Duluth	4	11	43	58
Itasca	5	6	80	91
Mesabi	10	4	141	155
Fond Du Lac	6	8	21	35
Rainy River	1	6	67	74
Vermilion	2	3	64	69
Brainerd	1	3	79	83
Fergus Falls	7	5	141	153
Northland	3	5	87	95
Austin	7	9	79	95
Willmar	3	9	136	148
Worthington	2	5	73	80
Small College Total	55	84	1086	1225
System Total	116	159	1570	1845
Anoka-Ramsey	12%	10%	78%	
Cambridge	8%	15%	77%	
Inver Hills	17%	17%	66%	
Lakewood	7%	14%	79%	
Minneapolis	9%	14%	77%	
Normandale	15%	10%	75%	
North Hennepin	8%	10%	82%	
Rochester	4%	9%	87%	
Large College Total	10%	12%	78%	
Adjusted Total	11%	12%	77%	
Hibbing	4%	11%	84%	
Duluth	7%	19%	74%	
Itasca	5%	7%	88%	
Mesabi	6%	3%	91%	
Fond Du Lac	17%	23%	60%	
Rainy River	1%	8%	91%	
Vermilion	3%	4%	93%	
Brainerd	1%	4%	95%	
Fergus Falls	5%	3%	92%	
Northland	3%	5%	92%	
Austin	7%	9%	83%	
Willmar	2%	6%	92%	
Worthington	3%	6%	91%	
Small College Total	4%	7%	83%	
Adjusted Total	5%	8%	87%	
System Total	6%	9%	85%	
Adjusted Total	9%	11%	81%	

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Table 12
Job Classification for Those Employed

College	Metrolink										Grand Total						
	Managerial	Professional	Technical	A.S./Subst.	Administration	Services	Auxiliary	Mechanics	Construction	Production							
											Immigration	Headlines	Armed Forces	Small Business	Unknown	Total	Blank
Andis-Remy	7	12	4	30	44	31	0	1	2	12	2	0	0	2	4	151	44
Carbridge	3	6	0	14	17	23	2	0	3	7	2	0	0	0	0	83	64
Ever Hills	9	14	9	5	26	20	0	3	3	1	1	5	0	2	0	97	15
Lakewood	20	18	9	23	46	49	0	1	2	8	6	6	2	3	0	196	29
Minneapolis	1	5	1	6	28	17	0	1	0	0	1	0	0	2	0	62	24
Normandale	11	14	6	29	56	65	0	2	2	10	1	3	1	0	6	185	47
North Hennepin	14	14	7	10	50	42	1	5	4	8	2	2	0	1	3	153	45
Rochester	0	14	7	15	22	21	0	0	2	6	0	5	0	2	0	98	56
Small College Total	85	98	43	132	287	261	3	13	16	52	14	21	4	16	16	1046	324
Wabash	9	23	0	0	17	62	0	2	2	2	1	0	1	0	1	120	95
DePaul	1	11	14	9	6	23	0	0	1	1	1	0	0	0	1	69	39
Cresca	7	10	9	23	12	29	0	1	1	1	0	0	0	0	2	102	71
Harold	3	7	4	21	26	41	0	4	1	3	6	10	0	1	1	131	102
Ford Du Lac	3	8	3	6	20	18	0	0	0	4	1	2	0	0	1	64	31
Riley River	3	5	11	13	32	19	0	2	1	1	0	0	0	3	0	90	70
Vermilion	1	1	2	8	7	15	7	1	9	11	6	0	0	2	1	72	65
Bellevue	6	7	6	18	23	29	3	0	2	6	0	1	0	2	0	103	39
Fergus Falls	2	9	7	26	47	35	0	1	4	9	2	4	0	1	2	149	85
Norfield	4	13	6	9	22	35	0	3	0	6	0	3	2	2	5	110	57
Austin	6	23	5	15	43	39	1	2	1	2	0	0	0	3	4	145	145
Wilmar	0	9	2	42	26	58	5	2	9	19	3	3	2	1	0	171	79
Wrightington	0	12	2	16	12	30	1	2	5	5	0	0	0	0	0	100	51
Small College Total	53	138	71	205	283	453	17	18	36	71	20	35	9	18	16	1432	840
System Total	138	255	114	337	580	694	20	31	54	123	34	57	13	34	34	2492	1164
Andis-Remy	6%	8%	3%	20%	25%	21%	0%	1%	1%	6%	1%	0%	0%	1%	3%	23%	23%
Carbridge	4%	10%	0%	17%	20%	26%	2%	0%	4%	8%	1%	0%	0%	1%	0%	44%	44%
Ever Hills	8%	14%	9%	5%	23%	21%	0%	3%	3%	1%	1%	5%	0%	2%	0%	13%	13%
Lakewood	10%	9%	6%	17%	23%	25%	0%	1%	1%	4%	3%	3%	1%	2%	0%	13%	13%
Minneapolis	7%	8%	2%	10%	44%	27%	0%	2%	0%	0%	2%	0%	0%	3%	0%	26%	26%
Normandale	6%	7%	3%	15%	26%	26%	0%	1%	1%	5%	1%	2%	1%	0%	3%	19%	19%
North Hennepin	8%	9%	4%	8%	31%	26%	1%	3%	2%	1%	1%	1%	0%	1%	2%	22%	22%
Rochester	0%	14%	7%	15%	23%	24%	0%	0%	2%	8%	0%	5%	0%	2%	0%	35%	35%
Small College Total	6%	9%	4%	13%	27%	25%	0%	1%	1%	5%	1%	2%	0%	1%	1%	24%	24%
Wabash	6%	10%	4%	17%	26%	25%	0%	1%	2%	5%	1%	2%	0%	1%	2%	27%	27%
DePaul	6%	19%	0%	0%	14%	67%	0%	2%	2%	2%	1%	0%	1%	0%	1%	44%	44%
Cresca	1%	16%	20%	13%	9%	33%	0%	0%	1%	1%	1%	0%	0%	0%	0%	36%	36%
Harold	7%	10%	9%	23%	12%	27%	0%	1%	1%	1%	0%	0%	0%	0%	2%	44%	44%
Ford Du Lac	2%	5%	5%	16%	20%	31%	0%	3%	0%	6%	2%	6%	1%	2%	1%	33%	33%
Riley River	3%	8%	5%	14%	35%	21%	0%	2%	1%	1%	0%	0%	0%	3%	0%	44%	44%
Vermilion	1%	1%	3%	11%	10%	21%	0%	1%	1%	15%	6%	1%	3%	1%	0%	43%	43%
Bellevue	6%	8%	7%	17%	22%	26%	3%	0%	3%	6%	0%	1%	0%	2%	0%	27%	27%
Fergus Falls	1%	6%	5%	17%	32%	23%	0%	1%	1%	6%	1%	3%	0%	1%	1%	35%	35%
Norfield	4%	12%	6%	12%	20%	37%	0%	3%	0%	5%	0%	2%	2%	2%	5%	34%	34%
Austin	4%	18%	3%	10%	30%	27%	1%	1%	1%	1%	0%	1%	0%	3%	3%	31%	31%
Wilmar	0%	5%	1%	24%	10%	32%	0%	0%	5%	11%	0%	0%	0%	2%	0%	34%	34%
Wrightington	6%	12%	2%	16%	12%	30%	1%	2%	5%	6%	0%	3%	0%	0%	0%	34%	34%
Small College Total	8%	9%	5%	14%	20%	30%	1%	1%	3%	5%	1%	3%	1%	1%	1%	37%	37%
System Total	6%	8%	6%	14%	20%	26%	1%	1%	2%	4%	1%	2%	0%	1%	1%	32%	32%
Adjusted Total	6%	10%	6%	13%	26%	27%	0%	1%	2%	5%	1%	2%	0%	1%	1%	27%	27%

APPENDIX D

Table 13
Hours Worked for Employed Respondents

College	Hours Worked					Total	Blank	Grand Total
	≤10	10-19	20-29	30-39	40+			
Anoka-Ramsey	8	20	31	16	81	156	39	195
Cambridge	16	16	9	13	26	80	67	147
Inver Hills	5	6	17	19	53	100	12	112
Lakewood	11	19	36	35	99	200	25	225
Minneapolis	6	12	10	11	26	65	22	87
Normandale	7	26	37	34	91	195	47	242
North Hennepin	5	18	21	27	98	169	39	208
Rochester	6	14	18	18	46	102	52	154
Large College Total	64	131	179	173	520	1067	303	1370
Hibbing	5	18	20	25	49	117	99	216
Duluth	3	11	19	15	21	69	39	108
Itasca	8	11	24	25	32	100	73	173
Mesabi	17	22	34	16	43	132	101	233
Fond Du Lac	5	6	9	11	33	63	31	95
Rainy River	5	12	18	23	35	93	67	160
Vermilion	5	6	6	8	47	72	55	127
Brainerd	3	21	23	16	41	104	38	142
Fergus Falls	29	30	27	16	47	149	85	234
Northland	8	19	24	22	36	109	68	167
Austin	11	24	24	31	54	144	66	210
Willmar	17	33	44	25	60	179	77	256
Worthington	9	15	26	18	37	105	46	151
Small College Total	125	228	298	251	535	1437	835	2272
System Total	189	359	477	424	1055	2504	1138	3642
Anoka-Ramsey	5%	13%	20%	10%	52%		20%	
Cambridge	20%	20%	11%	16%	33%		46%	
Inver Hills	5%	6%	17%	19%	53%		11%	
Lakewood	6%	10%	18%	18%	50%		11%	
Minneapolis	9%	18%	15%	17%	40%		25%	
Normandale	4%	13%	19%	17%	47%		19%	
North Hennepin	3%	11%	12%	16%	58%		19%	
Rochester	6%	14%	18%	18%	45%		34%	
Large College Total	6%	12%	17%	16%	49%		22%	
Adjusted Total	6%	12%	17%	16%	48%		21%	
Hibbing	4%	15%	17%	21%	42%		46%	
Duluth	4%	16%	28%	22%	30%		36%	
Itasca	8%	11%	24%	25%	32%		42%	
Mesabi	13%	17%	26%	12%	33%		43%	
Fond Du Lac	8%	9%	14%	17%	52%		33%	
Rainy River	5%	13%	19%	25%	36%		42%	
Vermilion	7%	8%	8%	11%	65%		43%	
Brainerd	3%	20%	22%	15%	39%		27%	
Fergus Falls	19%	20%	18%	11%	32%		36%	
Northland	7%	17%	22%	20%	33%		35%	
Austin	8%	17%	17%	22%	38%		31%	
Willmar	9%	18%	25%	14%	34%		30%	
Worthington	9%	14%	25%	17%	35%		30%	
Small College Total	9%	16%	21%	17%	37%		37%	
Adjusted Total	8%	16%	21%	18%	37%		36%	
Total	8%	14%	19%	17%	42%		31%	
Adjusted Total	7%	14%	18%	17%	45%		26%	

APPENDIX D

Table 14A
College Ratings

Quality of Instruction

College	Excellent		Good		Fair		Poor		Total	No Opinion		Blank		Grand Total
	N	%	N	%	N	%	N	%		N	%	N	%	
Anoka-Ramsey	41	22%	122	65%	22	12%	4	2%	189	4	2%	2	1%	195
Cambridge	38	35%	55	51%	13	12%	2	2%	108	13	9%	26	18%	147
Inver Hills	32	30%	63	58%	10	9%	3	3%	108	0	0%	4	4%	112
Lakewood	45	20%	141	63%	34	15%	3	1%	223	0	0%	2	1%	225
Minneapolis	33	39%	44	52%	6	7%	2	2%	85	1	1%	1	1%	87
Normandale	51	24%	132	61%	29	13%	4	2%	216	1	0%	25	10%	242
North Hennepin	40	20%	134	66%	26	13%	3	1%	203	0	0%	5	2%	208
Rochester	27	19%	88	61%	28	19%	2	1%	145	0	0%	9	6%	154
Large College Total	307	24%	779	61%	168	13%	23	2%	1277	19	1%	74	5%	1370
Adjusted Total		25%		61%		13%		2%			1%		5%	
Hibbing	60	39%	74	49%	15	10%	3	2%	152	0	0%	64	30%	216
Duluth	30	35%	41	48%	11	13%	4	5%	86	1	1%	21	19%	108
Itasca	45	30%	84	55%	17	11%	6	4%	152	9	5%	12	7%	173
Mesabi	77	36%	112	52%	24	11%	3	1%	216	10	4%	7	3%	233
Fond Du Lac	40	44%	44	48%	6	7%	1	1%	91	3	3%	1	1%	95
Rainy River	58	37%	87	56%	8	5%	2	1%	155	2	1%	3	2%	160
Vermilion	44	36%	64	52%	12	10%	2	2%	122	5	4%	0	0%	127
Brainerd	44	32%	79	57%	14	10%	1	1%	138	1	1%	3	2%	142
Fergus Falls	82	41%	102	51%	13	7%	3	2%	200	26	11%	8	3%	234
Northland	45	28%	88	54%	26	16%	4	2%	163	3	2%	1	1%	167
Austin	79	39%	99	48%	25	12%	2	1%	205	1	0%	4	2%	210
Willmar	72	30%	137	58%	27	11%	2	1%	238	15	6%	3	1%	256
Worthington	43	29%	72	49%	30	20%	3	2%	148	2	1%	1	1%	151
Small College Total	719	35%	1083	52%	228	11%	36	2%	2066	78	4%	128	6%	2272
Adjusted Total		35%		52%		11%		2%			3%		7%	
System Total	1026	31%	1862	56%	396	12%	59	2%	3343	97	3%	202	6%	3642
Adjusted Total		28%		58%		12%		2%			2%		5%	

APPENDIX D

Table 14 B
College Ratings

Variety of Courses Offered

College	Excellent		Good		Fair		Poor		Total	No Opinion		Blank		Grand Total
	N	%	N	%	N	%	N	%		N	%	N	%	
Anoka-Ramsey	34	18%	98	52%	52	28%	4	2%	188	5	3%	2	1%	195
Cambridge	11	12%	40	43%	34	36%	9	10%	94	28	19%	25	17%	147
Inver Hills	17	16%	74	68%	16	15%	2	2%	109	0	0%	3	3%	112
Lakewood	42	19%	118	54%	51	23%	8	4%	219	4	2%	2	1%	225
Minneapolis	15	17%	39	45%	25	29%	7	8%	86	0	0%	1	1%	87
Normandale	46	21%	126	58%	42	19%	5	2%	219	3	1%	20	8%	242
North Hennepin	22	11%	116	57%	58	29%	7	3%	203	1	0%	4	2%	208
Rochester	16	11%	80	56%	38	27%	9	6%	143	0	0%	11	7%	154
Large College Total	203	16%	691	55%	316	25%	51	4%	1261	41	3%	68	5%	1370
Adjusted Total		17%		56%		24%		4%			2%		4%	
Hibbing	24	16%	65	44%	44	30%	15	10%	148	3	1%	65	30%	216
Duluth	11	13%	41	47%	28	32%	7	8%	87	0	0%	21	19%	108
Itasca	24	15%	75	48%	44	28%	13	8%	156	6	3%	11	6%	173
Mesabi	30	14%	100	47%	71	33%	13	6%	214	12	5%	7	3%	233
Fond Du Lac	12	13%	38	42%	30	33%	10	11%	90	3	3%	2	2%	95
Rainy River	23	15%	97	62%	34	22%	2	1%	156	2	1%	2	1%	160
Vermilion	22	19%	56	48%	32	28%	6	5%	116	11	9%	0	0%	127
Brainerd	24	18%	75	55%	36	26%	2	1%	137	2	1%	3	2%	142
Fergus Falls	25	15%	91	55%	42	25%	7	4%	165	59	25%	10	4%	234
Northland	20	12%	76	47%	56	35%	10	6%	162	4	2%	1	1%	167
Austin	37	18%	96	47%	57	28%	14	7%	204	4	2%	2	1%	210
Willmar	46	19%	134	55%	53	22%	10	4%	243	10	4%	3	1%	256
Worthington	24	16%	79	53%	39	26%	6	4%	148	2	1%	1	1%	151
Small College Total	322	16%	1023	50%	566	28%	115	6%	2026	118	6%	128	6%	2272
Adjusted Total		16%		50%		28%		6%			5%		7%	
System Total	525	16%	1714	52%	882	27%	166	5%	3287	159	4%	196	5%	3642
Adjusted Total		16%		54%		25%		5%			3%		5%	

APPENDIX D

Table 14 C
College Ratings

Class Size

College	Excellent		Good		Fair		Poor		Total	No Opinion		Blank		Grand Total
	N	%	N	%	N	%	N	%		N	%	N	%	
Anoka-Ramsey	44	24%	99	53%	33	18%	10	5%	186	7	4%	2	1%	195
Cambridge	25	26%	60	61%	12	12%	1	1%	98	22	15%	27	18%	147
Inver Hills	37	34%	58	54%	10	9%	3	3%	108	1	1%	3	3%	112
Lakewood	62	28%	111	50%	39	18%	9	4%	221	2	1%	2	1%	225
Minneapolis	29	34%	45	52%	11	13%	1	1%	86	0	0%	1	1%	87
Normandale	62	29%	109	51%	34	16%	8	4%	213	2	1%	27	11%	242
North Hennepin	50	25%	110	54%	37	18%	7	3%	204	0	0%	4	2%	208
Rochester	39	27%	76	53%	24	17%	4	3%	143	2	1%	9	6%	154
Large College Total	348	28%	668	53%	200	16%	43	3%	1259	36	3%	75	5%	1370
Adjusted Total		28%		53%		15%		3%			2%		5%	
Hibbing	43	29%	92	62%	12	8%	2	1%	149	2	1%	65	30%	216
Duluth	38	45%	35	41%	12	14%	0	0%	85	2	2%	21	19%	108
Itasca	36	45%	76	46%	13	6%	0	0%	157	4	2%	12	7%	173
Mesabi	85	39%	104	48%	26	12%	2	1%	217	9	4%	7	3%	233
Fond Du Lac	39	44%	44	50%	5	6%	0	0%	88	5	5%	2	2%	95
Rainy River	61	39%	84	54%	9	6%	1	1%	155	3	2%	2	1%	160
Vermilion	52	44%	55	47%	9	8%	1	1%	117	10	8%	0	0%	127
Brainerd	60	45%	56	42%	17	13%	1	1%	134	5	4%	3	2%	142
Fergus Falls	83	47%	81	46%	9	5%	4	2%	177	48	21%	9	4%	234
Northland	72	44%	69	42%	21	13%	2	1%	164	2	1%	1	1%	167
Austin	61	40%	102	50%	18	9%	1	0%	202	6	3%	2	1%	210
Willmar	99	42%	127	54%	10	4%	0	0%	236	17	7%	3	1%	256
Worthington	71	49%	63	43%	12	8%	0	0%	146	4	3%	1	1%	151
Small College Total	852	42%	988	49%	173	9%	14	1%	2027	117	6%	128	6%	2272
Adjusted Total		42%		48%		9%		1%			5%		7%	
System Total	1200	37%	1656	50%	373	11%	57	2%	3286	153	4%	203	6%	3642
Adjusted Total		33%		51%		13%		3%			3%		5%	

APPENDIX D

Table 14 D
College Ratings

Counseling Services

College	Excellent		Good		Fair		Poor		Total	No Opinion		Blank		Grand Total
	N	%	N	%	N	%	N	%		N	%	N	%	
Anoka-Ramsey	23	18%	50	38%	42	32%	16	12%	131	56	29%	8	4%	195
Cambridge	5	9%	24	43%	18	32%	9	16%	56	64	44%	27	18%	147
Inver Hills	16	20%	36	45%	19	24%	9	11%	80	28	25%	4	4%	112
Lakewood	3	19%	76	46%	39	24%	19	12%	165	58	26%	2	1%	225
Minneapolis	13	17%	31	41%	13	17%	19	25%	76	10	11%	1	1%	87
Normandale	31	19%	73	44%	45	27%	16	10%	165	53	22%	24	10%	242
North Hennepin	19	12%	66	43%	48	31%	22	14%	155	47	23%	6	3%	208
Rochester	22	18%	48	40%	36	30%	14	12%	120	23	15%	11	7%	154
Large College Total	160	17%	404	43%	260	27%	124	13%	948	339	25%	83	6%	1370
Adjusted Total		17%		43%		27%		13%			23%		5%	
Hibbing	38	28%	56	41%	29	21%	12	9%	135	16	7%	65	30%	216
Duluth	20	26%	34	45%	16	21%	6	8%	76	11	10%	21	19%	108
Itasca	25	18%	68	49%	25	18%	20	14%	138	23	13%	12	7%	173
Mesabi	60	31%	73	38%	39	20%	22	11%	194	32	14%	7	3%	233
Fond Du Lac	15	23%	31	48%	10	16%	8	13%	64	28	29%	3	3%	95
Rainy River	47	35%	66	50%	14	11%	6	5%	133	25	16%	2	1%	160
Vermilion	34	33%	40	33%	23	22%	6	6%	103	24	19%	0	0%	127
Brainerd	33	30%	50	45%	24	22%	3	3%	110	26	18%	8	4%	142
Fergus Falls	27	27%	41	41%	22	22%	10	10%	100	125	53%	9	4%	234
Northland	30	24%	54	43%	32	25%	11	9%	127	39	23%	1	1%	167
Austin	47	28%	64	38%	41	25%	15	9%	167	39	19%	4	2%	210
Willmar	64	29%	110	50%	35	16%	12	5%	221	31	12%	4	2%	256
Worthington	46	34%	44	32%	32	24%	14	10%	136	13	9%	2	1%	151
Small College Total	486	29%	731	43%	342	20%	145	9%	1704	432	25%	136	8%	2272
Adjusted Total		28%		43%		20%		9%			19%		7%	
System Total	646	24%	1135	43%	602	23%	269	10%	2652	771	21%	219	6%	3642
Adjusted Total		21%		43%		25%		12%			22%		6%	

APPENDIX D

Table 14 E
College Ratings

Classroom Facilities

College	Excellent		Good		Fair		Poor		Total	No Opinion		Blank		Grand Total
	N	%	N	%	N	%	N	%		N	%	N	%	
Anoka-Ramsey	22	12%	92	51%	61	34%	7	4%	182	11	6%	2	1%	195
Cambridge	10	12%	43	52%	24	29%	5	6%	82	38	26%	27	18%	147
Inver Hills	17	16%	71	66%	18	17%	2	2%	108	1	1%	3	3%	112
Lakewood	29	14%	127	61%	46	22%	7	3%	209	13	6%	3	1%	225
Minneapolis	8	10%	52	63%	18	22%	5	6%	83	2	2%	2	2%	87
Normandale	40	19%	123	59%	41	20%	4	2%	208	3	1%	31	13%	242
North Hennepin	18	9%	123	62%	52	26%	7	4%	200	4	2%	4	2%	208
Rochester	15	11%	84	60%	32	23%	8	6%	139	5	3%	10	6%	154
Large College Total	159	13%	715	59%	292	24%	45	4%	1211	77	6%	82	6%	1370
Adjusted Total		14%		59%		23%		4%			4%		5%	
Hibbing	24	16%	91	62%	20	14%	11	8%	146	5	2%	65	30%	216
Duluth	6	7%	24	28%	38	44%	19	22%	87	0	0%	21	19%	108
Itasca	30	19%	91	59%	28	18%	5	3%	154	8	5%	11	6%	173
Mesabi	43	21%	128	62%	37	18%	0	0%	208	18	8%	7	3%	233
Fond Du Lac	43	51%	35	41%	6	7%	1	1%	85	8	8%	2	2%	95
Rainy River	33	22%	91	61%	24	16%	1	1%	149	9	6%	2	1%	160
Vermilion	19	17%	61	55%	27	25%	3	3%	110	17	13%	0	0%	127
Brainerd	26	20%	80	63%	19	15%	2	2%	127	10	7%	5	4%	142
Fergus Falls	56	37%	85	56%	10	7%	1	1%	152	73	31%	9	4%	234
Northland	42	26%	97	59%	22	13%	3	2%	164	2	1%	1	1%	167
Austin	38	19%	110	56%	46	23%	4	2%	198	10	5%	2	1%	210
Willmar	53	22%	159	66%	25	10%	5	2%	242	10	4%	4	2%	256
Worthington	32	22%	77	53%	30	21%	5	3%	144	5	3%	2	1%	151
Small College Total	445	23%	1129	57%	332	17%	60	3%	1966	175	9%	131	7%	2272
Adjusted Total		22%		56%		18%		4%			8%		7%	
System Total	604	19%	1844	58%	624	20%	105	3%	3177	252	7%	213	6%	3642
Adjusted Total		16%		58%		21%		4%			5%		6%	

GOALS, BACKGROUND, AND COLLEGE EVALUATIONS OF QUARTER-TIME
STUDENTS WHO ENROLL FOR ONE QUARTER ONLY
AT MINNESOTA'S COMMUNITY COLLEGES

STUDENT OUTCOMES STUDY REPORT # 4
July, 1994

Summary and Conclusions

This report will focus on students who enrolled for less than six credits at Minnesota's twenty-one Community Colleges during fall quarter 1991 and had not re-enrolled as of fall quarter 1993. Two subgroups of those students were surveyed during fall 1993 concerning their goals, background, status, and evaluation of their college experiences. The first group -- Completers -- completed at least 60% of their credits with at least a 2.00 GPA. The second group -- Non-completers -- did not complete any credits.

Over half of the students had career related goals with the most frequent goal being updating job-related skills (33% of respondents). The second most common goal (29% of respondents) was personal development. Approximately ten percent of respondents were interested in each of the following: preparing for a different career, exploring a new academic area, and preparing for a new career. Completers were more likely to have updating job-related skills as a goal, while Non-completers were more likely to be preparing for a first career or exploring a new academic area.

Overall, 89% of the Completers achieved their goals partially or completely. Those with short-term goals involving updating job-related skills and personal development were most likely to have achieved their goals. Those with long-term goals of preparing for a new career were least likely to have achieved their goals.

One-fifth of the students had bachelor's degrees at the time they enrolled. Completers were more than twice as likely to have a bachelors degree (27% vs. 12%). Only about one-fifth of the respondents planned to transfer their credits to a four-year college and about one-fifth planned to earn a two-year degree. Twenty percent of the students planned on enrolling at the colleges in the future.

Overall, 83% of the respondents were employed, with 92% of those employed working 20 or more hours per week and 71% working 40 or more hours per week. Nine percent of the group was both employed and in college, while an additional four percent was attending college only. Completers were somewhat more likely to be employed and continuing their education.

Eighty percent of the respondents were in five job categories. Administrative/clerical jobs were most common (28%) followed by professional, service, managerial, marketing and sales, and technical occupations. Completers were more likely to report professional and managerial jobs, while Non-completers were more likely to be in marketing & sales jobs.

Fifty-eight percent of the Non-completers attributed their lack of completion to job/studies conflicts or personal problems. Twenty-nine percent attributed their lack of completion to course/instructional factors.

Finally, Completers' ratings of the quality of instruction they received were very positive, with over 90% rating it as good or excellent. Class size, variety of courses offered, and facilities

were rated as good or excellent by over 80% of the students. Counseling was rated by only 26% of the students, due to their short time of enrollment, and 70% of the group that rated counseling rated it as good or excellent.

Introduction

This report will focus on students who enrolled for less than six credits at Minnesota's twenty-one Community Colleges during fall quarter 1991 and had not re-enrolled as of fall quarter 1993. That group of students was separated into three groups:

- A.. Completers - Students who completed at least 60% of the credits they registered for and had a GPA of 2.00 or better. In most cases those students completed all their credits. That group included students receiving a "P" in the only course they took.
- B. Non-completers - Students who did not complete any of the course(s) in which they enrolled.
- C. Partial Completers - Students who completed less than 60% of the credits they registered for or had a GPA of less than 2.00.

Figure 1, at right, shows the distribution among the three groups for the total system. Two-thirds (1,858) of the students were Completers with most the remainder being Non-completers (819, 30%). Only three percent (84) of the quarter time one-quarter students were in the Partial Completers group. Table 1 in Appendix E contains data on the individual colleges. The data supporting all figures are shown in Appendix E in the parallel tables.

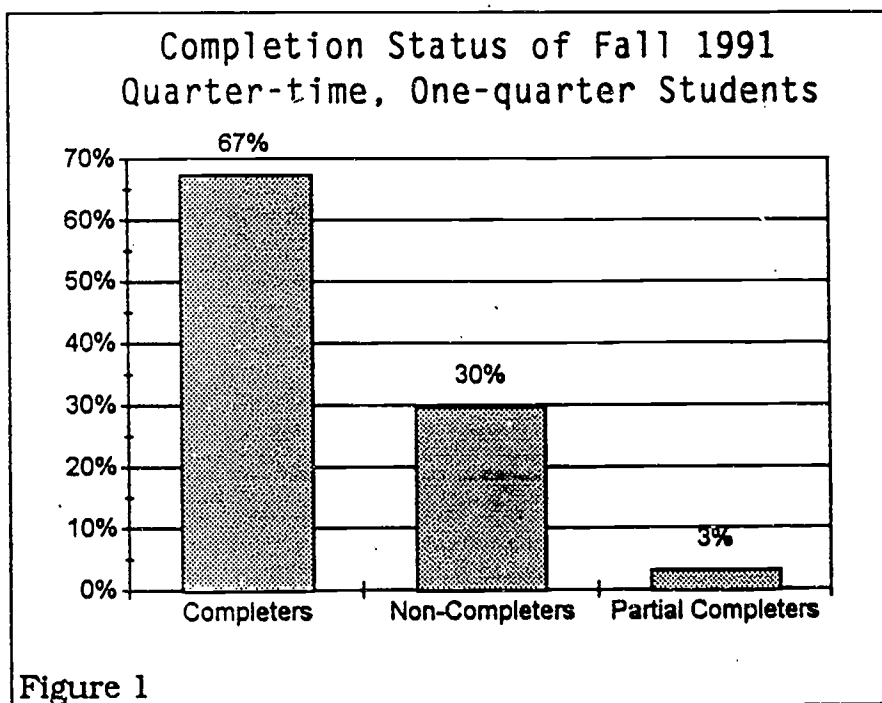


Figure 1

Students in the Completers and Non-completers groups were surveyed during fall quarter 1993 to obtain information about their goals, background, and reactions to their college experience. The surveys are included at the end of this report as Appendix A (Completers) and Appendix B (Non-completers).

Both Surveys included the following issues:

- A. Main goal in attendance - career related, academic, or development.
- B. Initial plans for earning a degree or transferring credits.
- C. Plans for future enrollment.
- D. Academic background - having a Bachelor's degree.
- E. Current educational and employment status.

In addition to the above questions, the Completers survey asked (a) whether the student had achieved their goal and (b) for their evaluation of five aspects of the college. The Non-completers survey asked the students why they did not complete their course(s) and gave them a list of nine options to check.

This report will first review the methodology used and response rates obtained from the two groups. Then, student goals, background, current employment and educational status will be reviewed, including comparisons between Completers and Non-completers. Finally, the responses of the two groups to unique questions will be reviewed. The report includes figures displaying the results of the surveys. Appendix E provides detailed numbers and percentage responses to the surveys. The table numbers in Appendix E correspond to the figure numbers in the report.

Method and Response Rates

The colleges were asked to mail the initial survey with a letter from the college president (Appendix C). Non-respondents after three weeks were to receive a second copy of the survey with a follow-up cartoon (Appendix D). The colleges were then asked to do phone follow-up on non-respondents to the second mailing. The actual follow-up procedures used varied from college to college. Once collected, the colleges entered the data into a dBase IV file and sent the data files to the System Office for report generation.

Figure 2, at right, shows the response rates for Completers and Non-completers. The total response rate was 30% for Completers and 46% for Non-completers.

When responses were summarized for both groups in the report, the response percentage for each group was weighted by the number in that group to obtain the total percentage, because adding the two group's responses together to get a total would lead to an over-representation of the Completers in the total.

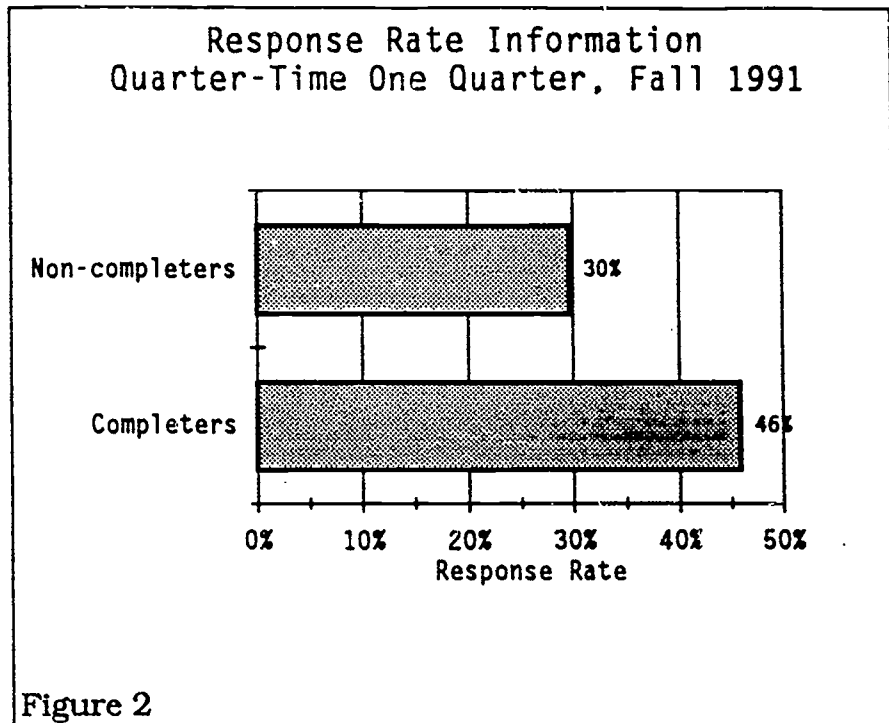


Figure 2

Student Goals

Figure 3 at right, shows the percentage of students in both groups choosing each main goal. The most frequent goals for Completers were update job skills (37%) and personal development (29%). The most common goals for Non-completers were personal development (28%) and update job skills (26%).

Non-completers were more likely than Completers to choose preparing for a first career (14% vs. 6%) and exploring a new academic area (14% vs. 8%). Completers more frequently chose "other" as a goal (18% vs. 8%).

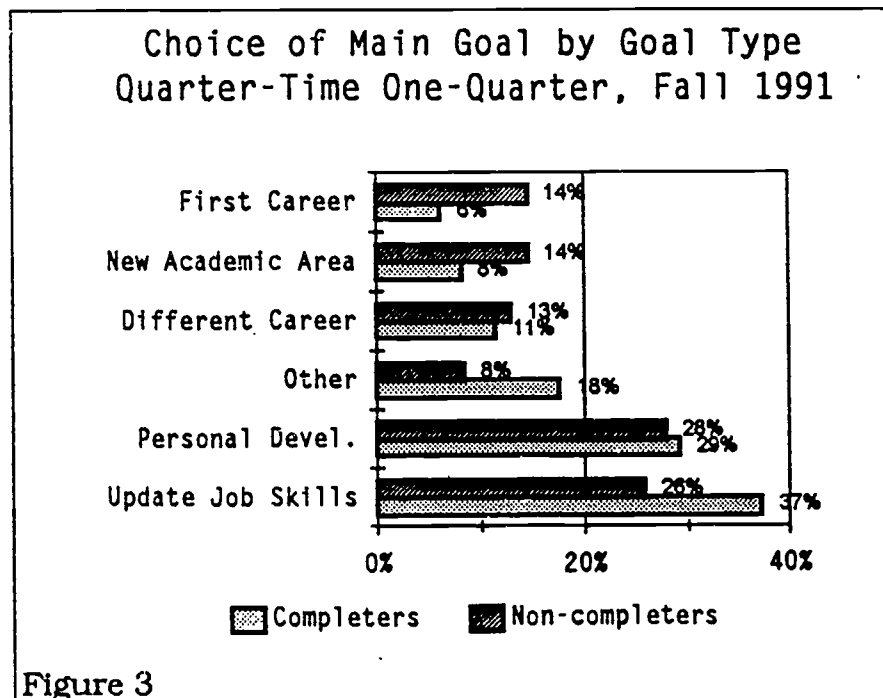


Figure 3

Fifty four percent of the Completers and 53% of the Non-completers had career-related goals. Approximately one-eighth of each group had the goal of exploring a new academic area.

The goals of the Completers and Non-completers were not dramatically different. Completers were more likely to be updating job-related skills. Non-completers were more likely to be seeking preparation for their first career or exploring a new academic area.

Goal Achievement by Completers

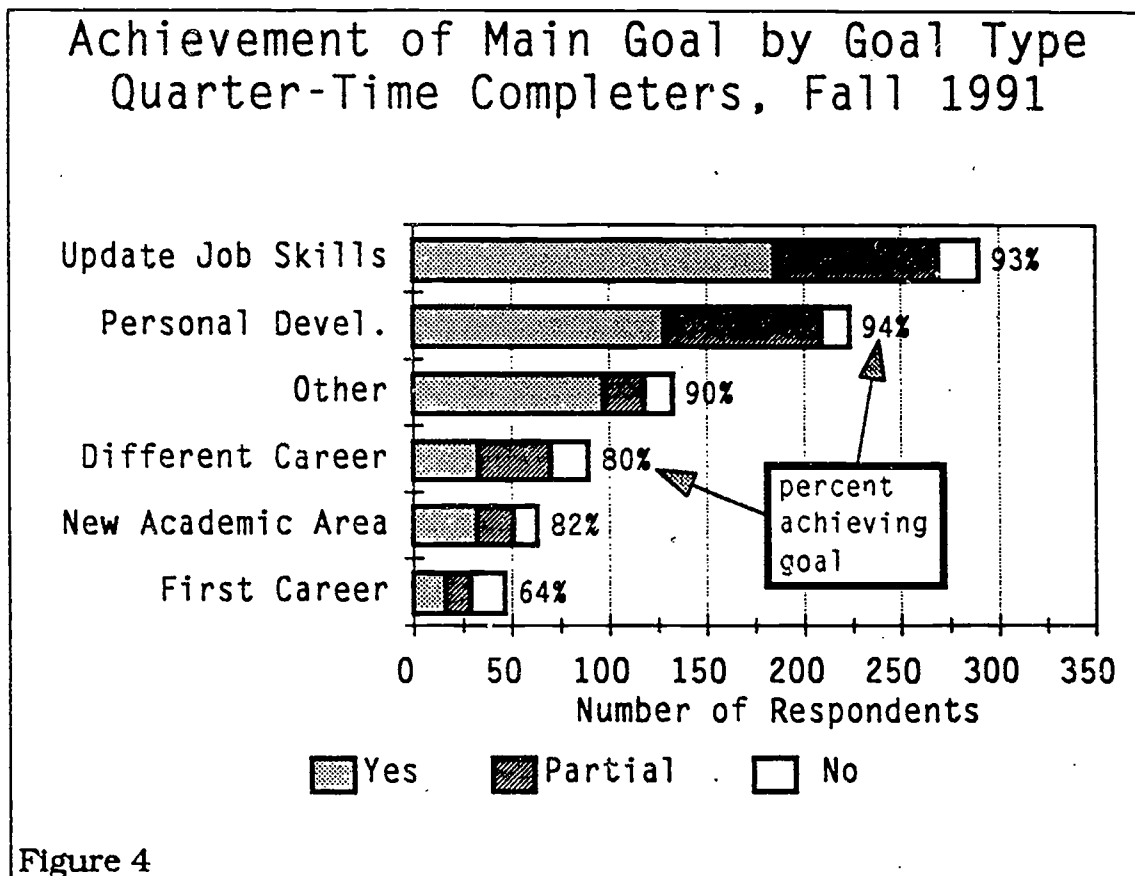
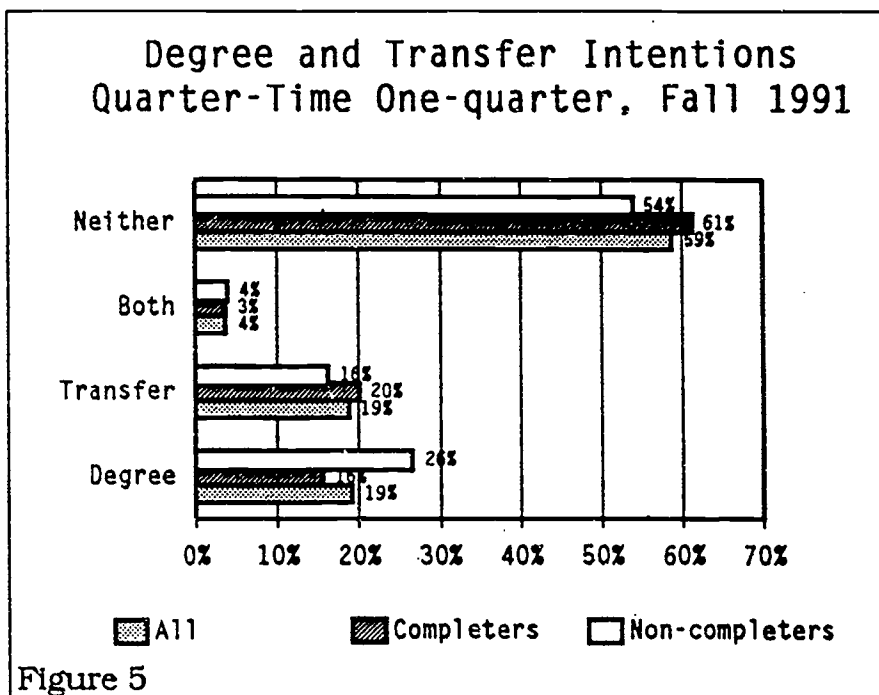


Figure 4

Eighty-nine percent of the Completers at least partially achieved their goal with 59% saying yes and an additional 30% saying they partially achieved their goal. Figure 4, above, shows the number of students giving each response for the goal attainment question and the percentage of students saying they partially or completely achieved their goal. Over 90% of those whose goals were to update job-related skills, personal development, or other at least partially obtained their goals. Over 80% of those exploring a new academic area or preparing for a different career at least partially achieved their goals. Those preparing for a first career were least likely to have achieved their goals with 64% at least partially achieving their goals. Those results seem reasonable as upgrading job-related skills, and personal development could more easily be finished in a single quarter than the more comprehensive goals of preparing for a new career or a different career.

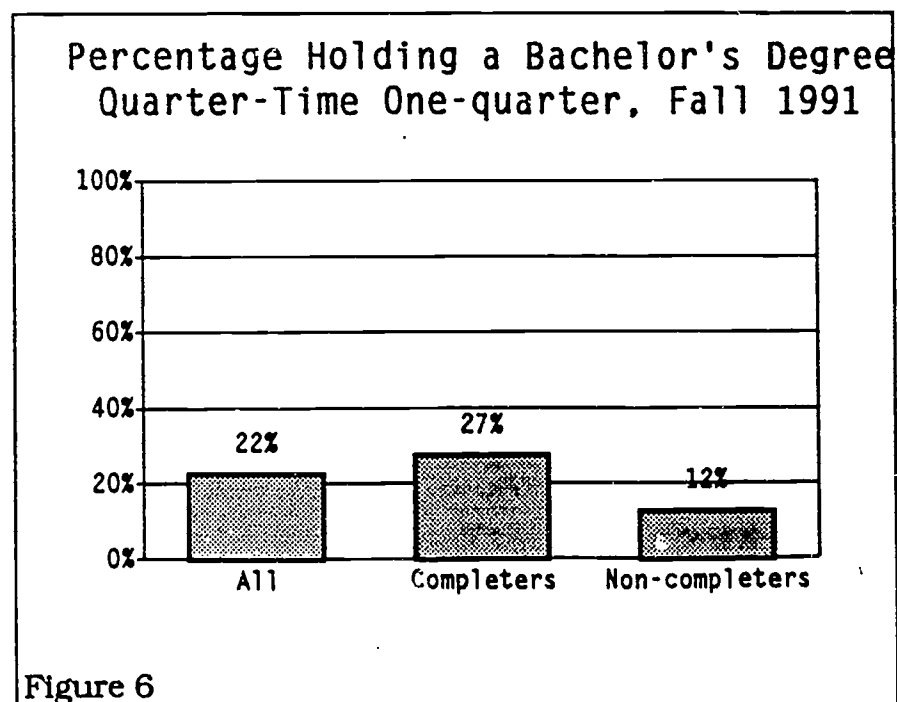
Degree and Transfer Intentions

Figure 5, at right, shows the responses of the two groups in terms of degree and transfer intentions. Over half of each group did not have degree or transfer intentions (61% for Completers and 54% for Non-completers). About four percent of each group intended to both get a degree and transfer credits. Approximately one-fifth of each group intended to transfer credits, while considerably more of the Non-completers (26%) planned on obtaining a Community College degree than did Completers (16%).



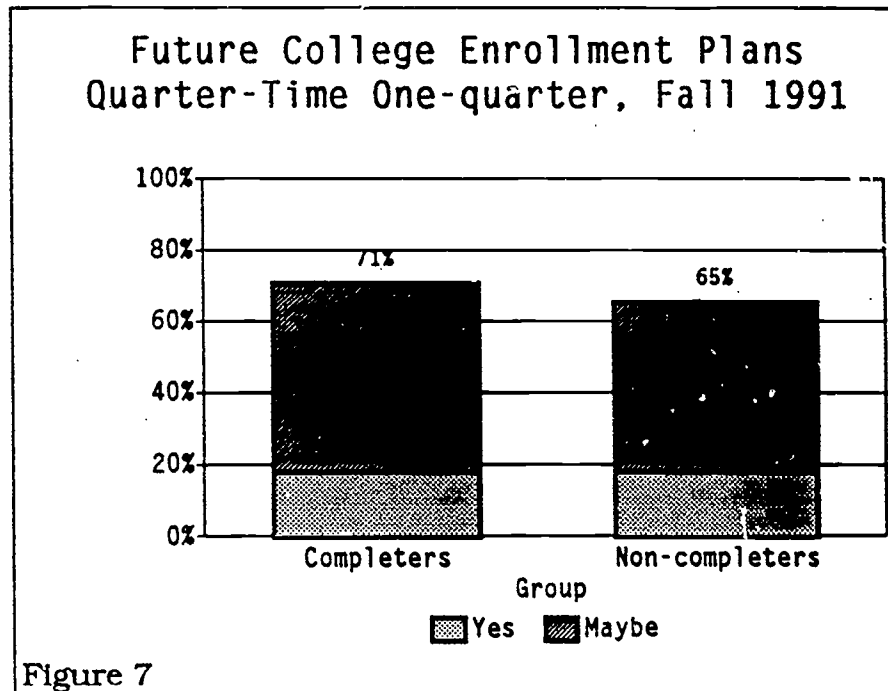
Previous Bachelor's Degree

Figure 6, at right, shows the percentage in each group that had a bachelor's degree prior to enrolling. Approximately one-fifth of the students had a bachelor's degree at the time of enrollment. The percentage of Completers with a previous bachelor's degree was more than twice that of the Non-completers (27% vs. 12%). That result might be expected as students with a previous bachelor's degree would have the skills needed to complete the courses.



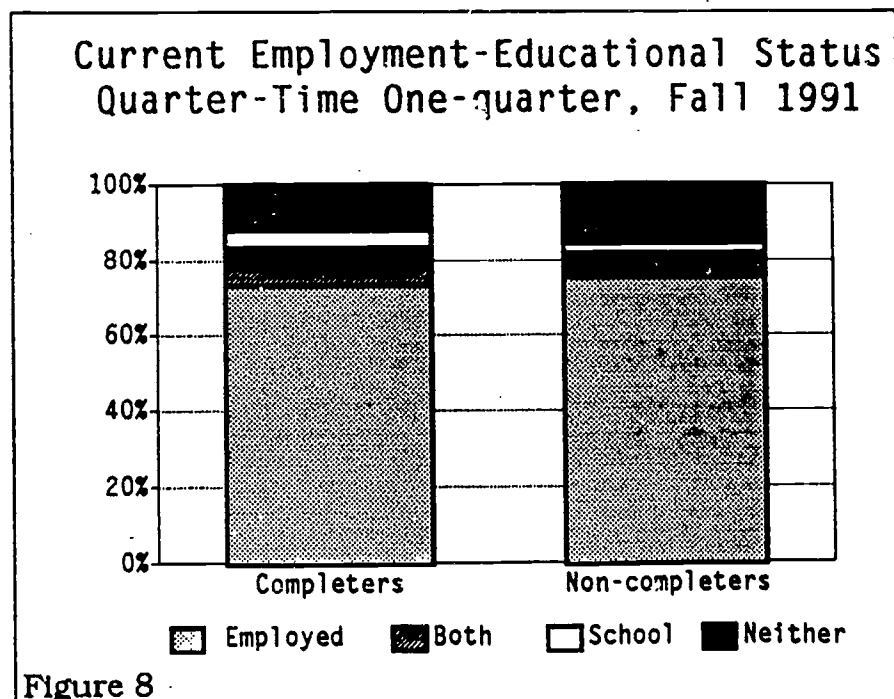
Future Enrollment Plans

Figure 7, at right, shows the future enrollment plans of the two groups. One-fifth of the respondents planned to enroll in the future, about half said they might, and 30% said they would not. Completers were more likely to say maybe (52% to 47%), while Non-completers were more likely to say they had no intention to enroll in the future (33% to 28%).



Current Employment Status

Figure 8, at right, shows the employment and educational status as of fall 1993 for both Completers and Non-completers. Eighty-three percent of the respondents said they were employed. Completers were more likely to be currently enrolled in college than Non-completers (15% vs. 10%). One-eighth of the respondent were neither employed nor enrolled in college with that rate being slightly higher for Non-completers (15% to 11%).



Current Employment by Job Class Completers and Non-completers QT 1991

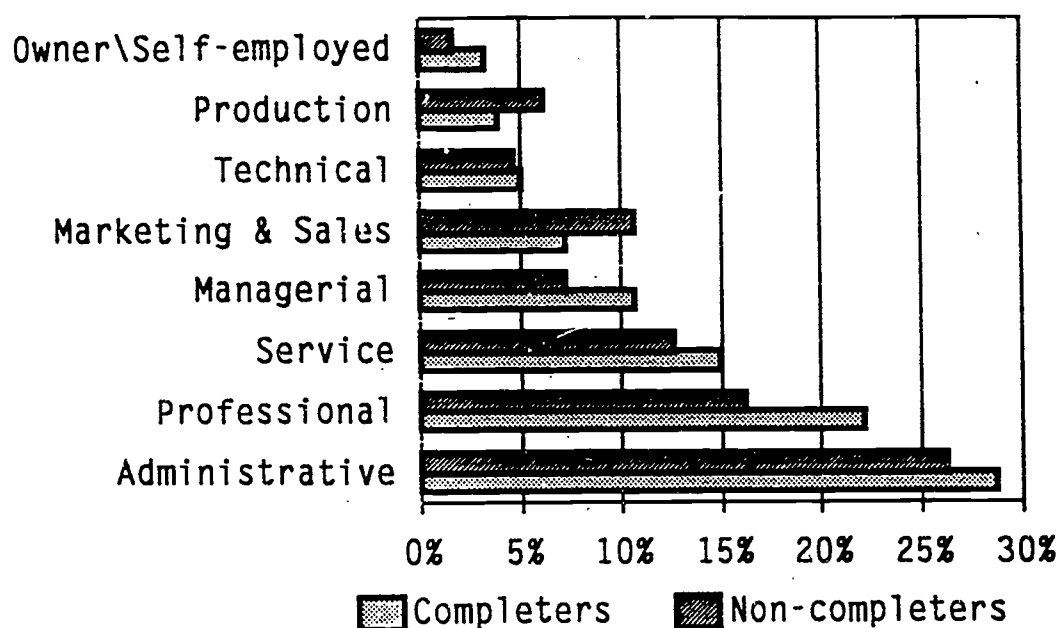


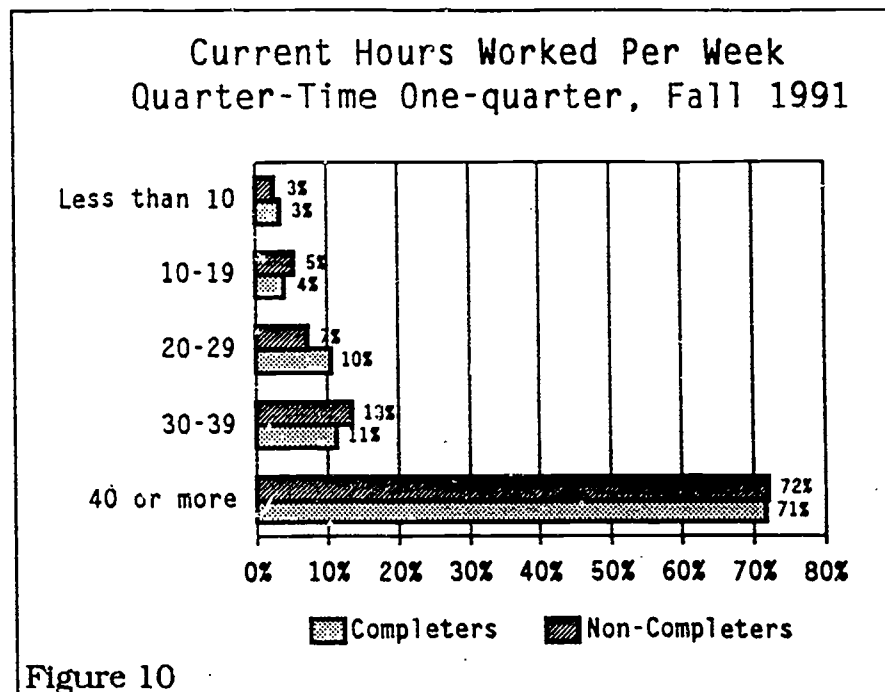
Figure 9

Figure 9, above, shows the percentage of respondents in each of the eight most common job classes given by the respondents arranged by the total percentage in the combined group. Over a quarter of each group was in administrative or clerical positions, with that being slightly more likely for those in the Completers group. The second largest group, at over one-fifth, was the professional category. Completers were more likely than Non-completers to be in the professional group (23% vs. 19%). The third largest group was in service occupations (14%). Completers were slightly more likely to fall into that group (15% to 13%).

The fourth largest group was Managerial (10%), with Completers being more likely to be managers as Non-completers (11% vs. 6%). One might speculate those in professional positions were more likely to have previous college experience and thus have better academic skills. Managers, depending on the specific management job, may also be more likely to have previous college experience.

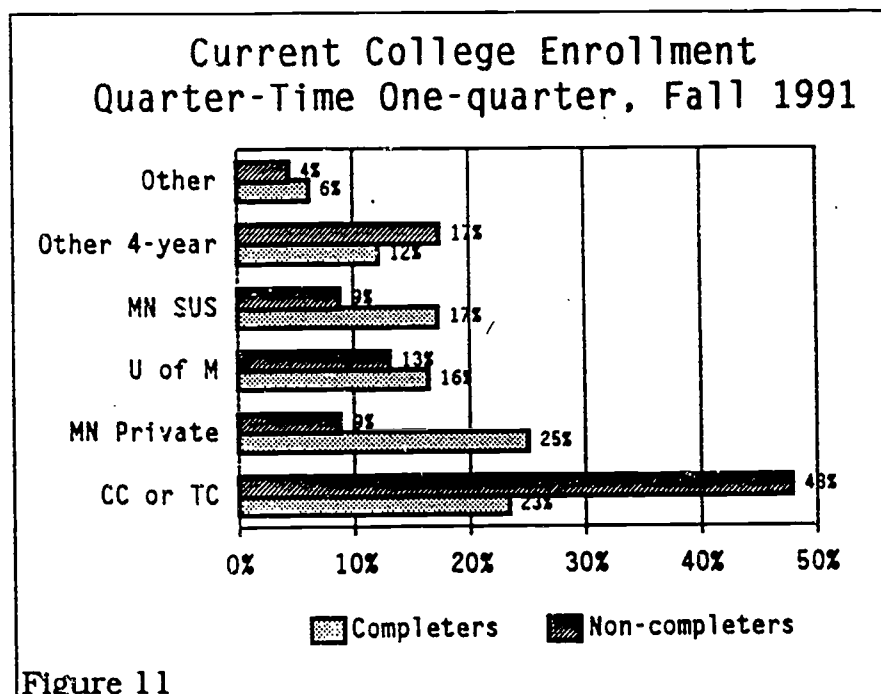
The two other occupational groups with more than five percent responses were marketing and sales (8%) and technical (5%). Those in marketing and sales were more common in the Non-completers group (10% vs. 7%). The percent of technical workers was the same in both groups.

Figure 10, at right, shows the number of hours of employment for those who were employed. Slightly over 70% of both groups were employed for 40 hours a week or more. The only appreciable group differences were that Non-completers were slightly more likely to work 30-39 hours per week (13 vs. 11%), while Completers were slightly more likely to work 20-29 hours per week (10% vs. 7%).



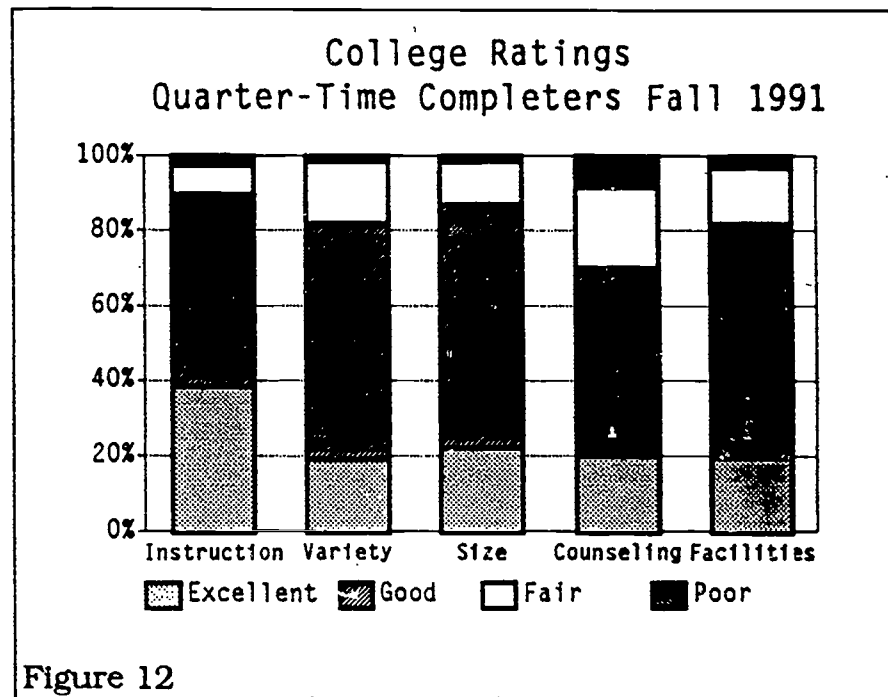
Current Educational Status

Fifteen percent of Completers and ten percent of Non-completers were currently enrolled in post-secondary education (see Figure 8, page 7). Figure 11, at right, shows the major types of institutions in which the respondents were enrolled. Completers were more likely to be enrolled in four-year colleges (70% vs. 48%). That was true for all four-year systems in Minnesota, but was reversed for out-of-state four-year colleges, where Non-completers were more likely to be enrolled. Non-completers were twice as likely to be enrolled in two-year colleges (48% vs. 23%).



College Evaluations by Completers

Figure 12, at right, shows the Completers evaluation of five aspects of the college. Quality of instruction received the most favorable ratings, with 90% rating it as good (51%) or excellent (39%). Class size received the second highest ratings with 87% rating it as good (65%) or excellent (22%). Variety of courses offered and classroom facilities also received good or excellent ratings by about 80% of the Completers. Counseling services received the lowest rating, with 72% of the respondents rating them as good or excellent. Only 26% of the respondents evaluated counseling services. The low response rate and evaluations of counseling are probably related to the single quarter of enrollment.

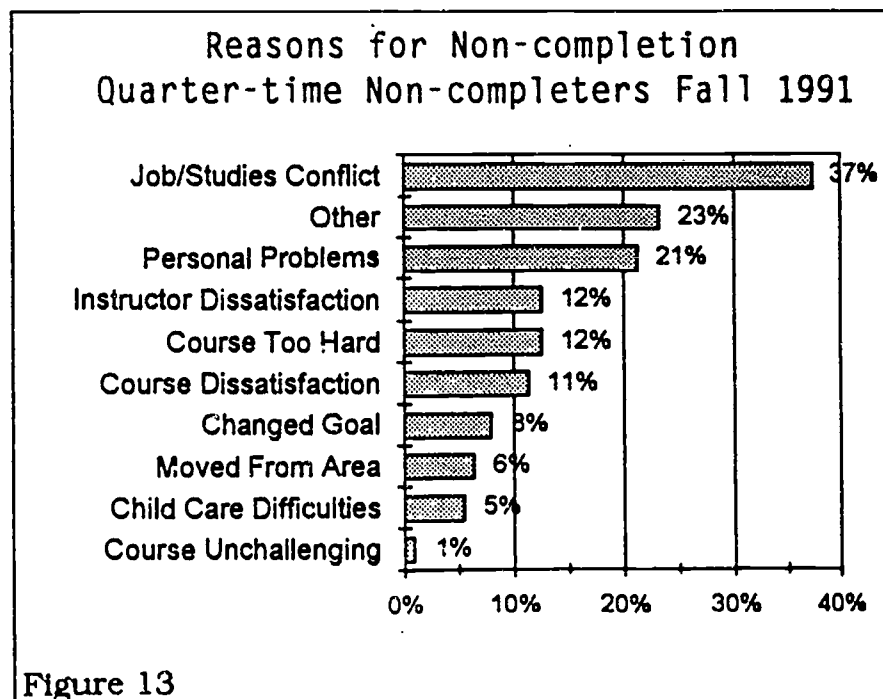


Only 26% of the respondents evaluated counseling services. The low response rate and evaluations of counseling are probably related to the single quarter of enrollment.

Why Non-completers Failed to Complete Courses

Figure 13, at right, shows the percentage of Non-completers checking each reason listed for not completing their course(s). The most commonly cited reason (37%) was a conflict between job and studies. The second most common reason (23%) was personal problems. The colleges have little direct control over those issues, though they may be able to have some impact through financial aid and counseling services.

Four of the reasons listed relate to students' unhappiness with the



course or instructor. Twelve percent were dissatisfied with the instructor and an additional 12% indicated they felt the course was too hard. Eleven percent were generally dissatisfied with the course. One percent indicated they found the course unchallenging. As students could mark more than one item as a reason for not completing, the numbers cannot simply be added to give the total dissatisfaction with courses or instructors. The total number of respondents giving any one of the four responses indicating dissatisfaction with the course or instructor was 29%.

A relatively small percentage of students (from 5% to 8%) checked each one of the following as reasons for not completing the course: changed goal, moved from the area, and child care difficulties.

APPENDIX A

NORTH HENNEPIN COMMUNITY COLLEGE SURVEY C

Please respond to the questions listed below and mail the completed form back within 10 days.

A. Which one of these was your main goal in enrolling at North Hennepin in Fall, 1991?

- 1. explore a new academic area
- 2. update job-related skills
- 3. self-enrichment
- 4. prepare for my first career
- 5. prepare for a different career
- 6. other (please explain) _____

B. Did you achieve your goal in attending North Hennepin?

- 1. Yes 2. Partially 3. No

C. When you enrolled at North Hennepin did you plan to (check all that apply):

- 1. Earn a degree 2. Transfer credits to a 4-year college

D. Do you plan on enrolling at North Hennepin again in the future?

- 1. Yes 2. Maybe 3. No

E. Do you have a Bachelor's degree ?

- 1. Yes 2. No

F. If you are currently employed:

What is your job title? _____

How many hours a week do you work?

- 1. less than 10
- 2. 10-19
- 3. 20-29
- 4. 30-39
- 5. 40 or more

G. If you are currently enrolled at another college:

What is the name of the college? _____

What is your major? _____

How many credits are you currently taking? _____ credits

H. How would you rate the following areas at North Hennepin?

	Excellent	Good	Fair	Poor	No opinion
1. Quality of Instruction:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Variety of courses offered:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Class size:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Counseling services:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Classroom facilities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B

NORTH HENNEPIN COMMUNITY COLLEGE SURVEY

Please respond to the questions listed below and mail the completed form back within 10 days.

A. Which one of these was your main goal in enrolling at North Hennepin in Fall, 1991?

- 1. explore a new academic area
- 2. update job-related skills
- 3. self-enrichment
- 4. prepare for my first career
- 5. prepare for a different career
- 6. other (please explain) _____

B. When you enrolled at North Hennepin did you plan to (check all that apply):

- 1. Earn a degree
- 2. Transfer credits to a 4-year college

C. Below are listed a number of reasons a student might have for not completing a course: Please check all that apply to you.

- 1. Changed goal
- 2. Difficulties with child care
- 3. Moved from the area
- 4. Dissatisfied with the course
- 5. Dissatisfied with the instructor
- 6. Course was not challenging enough
- 7. Course was too hard
- 8. Personal problems
- 9. Conflict between job and studies
- 10. other (please explain) _____

D. Do you plan on enrolling at North Hennepin again in the future?

- 1. Yes
- 2. Maybe
- 3. No

E. Do you have a Bachelor's degree ?

- 1. Yes
- 2. No

F. If you are currently employed:

What is your job title? _____

How many hours a week do you work?

- 1. less than 10
- 2. 10-19
- 3. 20-29
- 4. 30-39
- 5. 40 or more

G. If you are currently enrolled at another college:

What is the name of the college? _____

What is your major? _____

How many credits are you currently taking? _____ credits

APPENDIX C

Dear North Hennepin Student:

Would you please take a few minutes to respond to the enclosed survey? We are sending this survey to you and other students from our Fall, 1991, quarter. We want to learn what you are doing in your career and education and how you evaluate your College experiences.

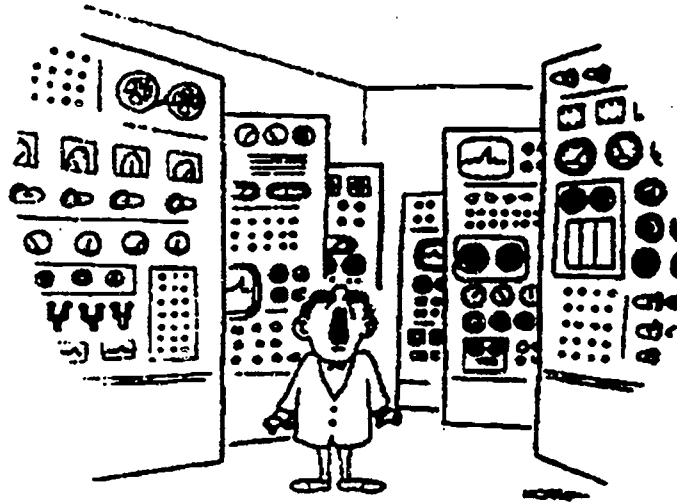
We will summarize the information from the survey and use it to assess what our students are doing, how the College is performing, and how the College's operations and services to its students could be improved.

The information you give us is vital to that task, and we appreciate your participation. The survey will take only a few minutes to complete and your responses will be kept anonymous and confidential.

Please mail us your completed Student Survey in the enclosed postage-paid return envelope within 10 days. Thank you very much for your help and cooperation.

Yours truly,

Frederick W. Capshaw, Ph.D.
President



Help!!

The computer can't do it all. We need your response to the enclosed survey. We are sending you another survey because we are very anxious to hear from you.

APPENDIX E

Table 1
Quarter-time Fall 1991 One Quarter Only: Completers and Non-Completers

<u>College</u>	<u>Quarter-Time One-Quarter Only</u>	<u>Completers</u>	<u>Non-Completers</u>	<u>Partial Completers</u>	<u>Completers %</u>	<u>Non-Completer</u>	<u>Partial Completers %</u>
Anoka-Ramsey							
Main Campus	287	191	92	4	67%	32%	1%
Cambridge	144	91	47	6	63%	33%	4%
Anoka-Ramsey: Total	431	282	139	10	65%	32%	2%
Inver Hills	473	317	143	13	67%	30%	3%
Lakewood	248	155	86	7	63%	35%	3%
Minneapolis	224	145	68	13	65%	29%	6%
Normandale	319	187	126	6	59%	39%	2%
North Hennepin	122	67	48	9	55%	38%	7%
Metro Area: Total	1817	1153	606	58	63%	33%	3%
Rochester	141	106	28	7	75%	20%	5%
Large Colleges: Total	1958	1259	634	65	64%	32%	3%
Arrowhead							
Hibbing							
Main Campus	90	52	35	3	58%	39%	3%
Duluth Center	30	17	12	1	57%	40%	3%
Hibbing: Total	120	69	47	4	58%	39%	3%
Itasca	102	85	16	1	83%	16%	1%
Mesabi							
Main Campus	42	24	16	2	57%	38%	5%
Fond Du Lac	69	53	14	2	77%	20%	3%
Mesabi: Total	111	77	30	4	69%	27%	4%
Rainy River	45	29	16	0	64%	36%	0%
Vermilion	148	147	1	0	99%	1%	0%
Arrowhead: Total	526	407	110	9	77%	21%	2%
Clearwater							
Brainerd	40	27	12	1	68%	30%	3%
Fergus Falls	90	71	17	2	79%	19%	2%
Northland	17	12	3	2	71%	18%	12%
Clearwater: Total	147	110	32	5	75%	22%	3%
Austin	81	48	29	4	59%	36%	5%
Willmar	6	4	1	1	67%	17%	17%
Worthington	43	30	13	0	70%	30%	0%
Small Colleges: Total	803	599	185	19	75%	23%	2%
System Total	2761	1858	819	84	67%	30%	3%

APPENDIX E

Table 2
Response Rates: Completers and Non-Completers

<u>College</u>	Completers			Non-completers		
	Number	Response	Rate	Number	Response	Rate
Anoka-Ramsey						
Main Campus	191	103	54%	92	31	34%
Cambridge	91	28	31%	47	11	23%
Anoka-Ramsey: Total	282	131	46%	139	42	30%
Inver Hills	317	59	19%	143	15	10%
Lakewood	155	97	63%	36	37	35%
Minneapolis	145	34	23%	66	4	6%
Normandale	187	111	59%	126	42	33%
North Hennepin	67	32	48%	46	17	37%
Metro Area: Total	1153	464	40%	606	150	25%
Rochester	106	56	53%	28	9	32%
Large Colleges: Total	1259	520	41%	634	159	25%
Arrowhead						
Hibbing						
Main Campus	52	40	77%	35	25	71%
Duluth Center	17	4	24%	12	0	0%
Hibbing: Total	69	44	64%	47	25	53%
Itasca*	33	13	39%	16	5	31%
Mesabi						
Main Campus	24	16	67%	16	9	56%
Fond Du Lac	53	23	43%	14	5	36%
Mesabi: Total	77	39	51%	30	14	47%
Rainy River	29	20	69%	16	6	38%
Vermillion**	30	17	57%	1	1	100%
Arrowhead: Total	238	133	56%	110	51	46%
Clearwater						
Brainerd	27	9	33%	12	1	8%
Fergus Falls	71	58	82%	17	9	53%
Northland	12	5	42%	3	3	100%
Clearwater: Total	110	72	65%	32	13	41%
Austin	48	27	56%	29	13	45%
Willmar	4	3	75%	1	1	100%
Worthington	30	19	63%	13	5	38%
Small Colleges: Total	430	254	59%	185	83	45%
System Total	1689	774	46%	819	242	30%

* 85 Students originally, 52 in Elderhostel reducing to 33

**147 Students originally, 117 in Elderhostel reducing to 30

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Table 3
Main Goal in Attending

	<u>Completers</u>		<u>Non-completers</u>		<u>All</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>%</u>
First Career	47	6%	35	14%	9%
New Academic Area	62	8%	35	14%	10%
Different Career	88	11%	31	13%	12%
Other	136	18%	20	8%	15%
Personal Devel.	225	29%	67	28%	29%
Update Job Skills	288	37%	62	26%	33%
TOTAL	774		242		

Table 4
Attainment for Students Completing Courses

<u>Goal</u>		<u>Yes</u>	<u>Partially</u>	<u>No</u>	<u>Total</u>	<u>Blank</u>	<u>Grand Total</u>
First Career	N	16	13	16	45	2	47
	%	35.6%	28.9%	35.6%		4.3%	
New Academic Area	N	32	19	11	62	0	62
	%	51.6%	30.6%	17.7%		0.0%	
Different Career	N	33	37	18	88	0	88
	%	37.5%	42.0%	20.5%		0.0%	
Other	N	97	21	13	131	5	136
	%	74.0%	16.0%	9.9%		3.7%	
Personal Devel.	N	128	81	13	222	3	225
	%	57.7%	36.5%	5.9%		1.3%	
Update Job Skills	N	185	84	19	288	0	288
	%	64.2%	29.2%	6.6%		0.0%	
Total	N	491	255	90	836		
	%	58.7%	30.5%	10.8%			

Table 5
Degree and Transfer Intentions

	<u>N</u>	<u>Completer</u>		<u>Non-completers</u>		<u>All</u>
		<u>%</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>%</u>
Neither	473	61%		130	54%	59%
Both	27	3%		9	4%	4%
Transfer	154	20%		39	16%	19%
Degree	120	16%		64	26%	19%
Total	774			242		

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Table 6
Percentage Holding a Bachelor's Degree

	Completers		Non-completers		All
	N	%	N	%	%
Yes	211	27%	30	12%	22%
No	555	72%	206	85%	76%
Total	774		242		
Blank	8	1%	6	2%	2%

Table 7
Do You Plan on Enrolling at The College Again in the Future?

	Completers		Non-completers		All
	N	%	N	%	%
Yes	141	18%	44	18%	18%
Maybe	406	52%	114	47%	51%
No	217	28%	81	33%	30%
Total	774		242		
Blank	10	1%	3	1%	1%

Table 8
Current Employment and Educational Status

	Completers		Non-completers		All
	N	%	N	%	%
Employed	570	74%	183	76%	74%
Employed/School	79	10%	16	7%	9%
School Only	37	5%	7	3%	4%
Neither	88	11%	36	15%	13%
Total	774		242		

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Table 9
Current Employment by Job Classification

Job Class.	Completers		Non-completers		All
	N	%	N	%	%
Armed Forces	1	0%	0	0%	0%
Agriculture\Forestry\Fish	2	0%	2	1%	1%
Mechanics\Installers	7	1%	3	2%	1%
Transportation\Material	4	1%	5	3%	1%
Handlers\Laborers	5	1%	5	3%	1%
Construction\Extractive	10	2%	6	3%	2%
Unknown	4	1%	10	5%	2%
Owner\Self-employed	20	3%	3	2%	3%
Production Occupations	24	4%	12	6%	4%
Technicians\Related	32	5%	9	5%	5%
Marketing & Sales	46	7%	21	11%	8%
Managerial Occupations	69	11%	14	7%	9%
Service Occupations	96	15%	25	13%	14%
Professional Specialty	143	22%	32	16%	20%
Administrative (Clerical)	186	29%	52	26%	28%
Total	649		199		

Table 10
Current Hours Worked Per Week

Hours per week	Completers		Non-completers		All
	N	%	N	%	%
40 or more	474	71%	141	72%	72%
30-39	74	11%	26	13%	12%
20-29	68	10%	14	7%	9%
10-19	26	4%	10	5%	4%
Less than 10	21	3%	5	3%	3%
Total	663		196		

Table 11
Current College Enrollment

	Completers		Non-Completers		All
	N	%	N	%	%
Other	7	6%	1	4%	5%
Other 4-year	14	12%	4	17%	14%
MN SUS	20	17%	2	9%	14%
U of M	19	16%	3	13%	15%
MN Private	29	25%	2	9%	20%
CC or TC	27	23%	11	48%	31%
	116		23		

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Table 12
Student Rating of Instruction and Services - Completers

		Excellent	Good	Fair	Poor	Total	No Opinion	No Response	Grand Total
Quality of Instruction	N	279	368	57	16	720	24	30	774
	%	39%	51%	8%	2%		3%	4%	
Variety of Classes	N	108	350	92	7	557	177	40	774
	%	19%	63%	17%	1%		23%	5%	
Class Size	N	148	430	75	8	661	77	36	774
	%	22%	65%	11%	1%		10%	5%	
Counseling	N	41	101	44	16	202	512	60	774
	%	20%	50%	22%	8%		66%	8%	
Classroom Facilities	N	120	378	89	16	603	128	43	774
	%	20%	63%	15%	3%		17%	6%	

Table 13
Reasons for Not Completing Course: Non-completers

	N	%
Course Unchallenging	2	1%
Child Care Difficulties	13	5%
Moved From Area	15	6%
Changed Goal	19	8%
Course Dissatisfaction	27	11%
Course Too Hard	30	12%
Instructor Dissatisfactor	30	12%
Personal Problems	51	21%
Other	56	23%
Job/Studies Conflict	90	37%
Total Respondants	242	